PERSONAL COLUMN

Thatcher's children

'The great majority of voters were not impressed by the posturing of the leaders of the teachers' unions or by Kenneth Baker's opting out plans.'



RICHARD JAMESON

Much comment since June 11 has focused on the North-South divide. Another phenomenon has received less attention. *The TES* and *THES* polls during the campaign found teachers in schools, universities and colleges – a mere 1 per cent or so of the electorate – voting overwhelmingly against the Conservatives. But another poll, reported in *The Guardian* on June 15, showed that nearly half of the much more numerous first-time voters (an even bigger proportion than in 1983) supported the Government. Why did Thatcher's children, who had had most of their secondary education since 1979, join the long march to the right?

There is a clue in *Prime Minister: the conduct of policy under Harold Wilson and James Callaghan*, published last month by Bernard Donoughue, head of the Number 10 Policy Unit from 1974 to 1979. He wrote of the Ruskin speech in 1976 and the subsequent Great Debate: "In all my dealings with the National Union of Teachers at that time, I never once heard mention of the education of children."

To judge from press reports of their speeches in the past few weeks, the leaders of the teachers' unions have not changed much. Despite an 8 per cent pay increase for teachers in May, and another in prospect in the autumn, which made them the envy of pensioners and students alike, the union leaders called for more selective strikes in the schools in the run-up to the summer examinations. Egged on by some local authority spokesmen, they sought to argue that the loss of their negotiating rights had almost deprived them of their liberty – as though the Burnham Committee had been a cornerstone of democracy.

Reactions on the doorstep in an area served by a well-supported comprehensive school suggested to me that the great majority of voters were not impressed by this posturing. Their concern was rather with the need to raise standards even faster and further – and, certainly, with the need to devote more resources to that task.

Many of these same voters were not impressed either by Kenneth Baker's opting out plans. He made a speech in our constituency to an invited audience of Conservative supporters interested in education – councillors, governors, teachers and parents. They listened politely as he explained his plans, but they went away sceptical about the ability of the maintained school system to cope with another decade of expensive turmoil.

He was clearly taken aback by one question: if one lot of governors and parents voted to opt out, could their successors opt in again? Those now drafting the relevant clauses of the Bill promised in the Queen's Speech are not to be envied.

They might be better employed. One piece of news almost submerged by the election was Kenneth Baker's chilly response on May 7 to last October's *Scrutiny of Procedures for the Reorganization of Schools in England* by Angus Mitchell, the former secretary of the Scottish Education Department. He recommended that Sections 12–16 of the Education Act 1980 should be amended so as to leave local education authorities free to make their own decisions in about half the school reorganization cases which at present must go to the Secretary of State.

Those sections have deep roots in ancient history, certainly as far back as Fisher's 1918 Act. The original purpose of the arrangement by which the l.e.a. proposes and the minister decides was simply to protect denominational schools from unsympathetic nonconformist councillors who might have tried to create a county school monopoly. Today there is little risk of that.

No one would suggest that local authorities should have to go to Whitehall before they open, enlarge or close old people's and children's homes, day nurseries, youth clubs, sports centres, and the rest. In Scotland, since 1981, education authorities have been able to take their own decisions in the great majority of school cases – and I have not read of riots in Glasgow or the Great Glen. A recent research study for the Audit Commission showed that the public's desire is for more decision-making at local level: only 6 per cent of those interviewed thought that the last word on school closures should be with the Government.

There have been two obstacles to rational change. First, successive ministers, Labour and Conservative, have positively enjoyed the patronage that accompanies decision-making on school reorganization proposals. This is human enough; but, as Mitchell's report showed, it has often meant serious delay and sometimes real disruption of carefully made local plans.

But l.e.a.s themselves must share the blame. They made no serious effort to persuade the Government to adopt in England the change painlessly accomplished in Scotland in 1981. Too many of them have been too willing to shelter cravenly behind the Secretary of State's decisions and to let him take the blame for unpopular closures.

The beginning of a new Parliament, with the prospect of a major Education Bill, is a good moment to bring some sense into the situation by adopting Mitchell's proposals. They were not revolutionary. He would reserve to the Secretary of State decisions on proposals involving capital expenditure of more than £2 million and on the introduction or discontinuance of single sex, selective and sixth-form education. But l.e.a.s would become responsible, as they should be, for deciding whether Little Ditchington or Great Ditchington primary school should be closed.

In his rejection of Mitchell's proposals, Kenneth Baker said that they "could have changed the framework within which the character of schools is determined and thus run counter to the steps the Government is taking to secure their greater autonomy". But for every school that seeks to opt out from the local authority sector, 100 will stay firmly within it.

Their autonomy can only be enhanced if decisions about their future are taken by local councillors, directly accountable to the parents and other voters, rather than by remote and over-burdened ministers. Perhaps the House of Lords will attend to it when they get to grips with the Bill.

NEXT WEEK

The Baker Bill
Where do we go from here?

Five years after Thomson
Ian Nash analyzes the role of the youth service

Centres of excellence
Can city technology colleges make the comprehensive system work?

Denied a home?
Marian Lowe discusses the controversy over trans-racial adoption

EXTRA: Music

NOTICEBOARD

PEOPLE...

Dr John Davoll, director of the Conservation Society, and Mr Rupert Booth, HMI with national responsibility for environmental education, have been appointed trustees of the Conservation Trust.

Phyllis Adams, professor of education at the University of Denver, Colorado, has been appointed president of the International Reading Association from 1987 to 1988.



Mr John Gaff (above), formerly deputy head of Park Barn comprehensive school, Guildford has been appointed full-time co-ordinator of the Newspapers in Education scheme.

CONFERENCES...

July 1–2
Politics and accountability in l.e.a.s organized by the training group of the Society of Education Officers, Midlands region with Geoff Driver, Dr David Muffett, Professor Steven Bristow, and Ms M Mansfield. Fee £68. Details from Julien Kramer, Education Department, Matlock, Derbyshire DE4 3AG.

July 4
Autobiography in education – Avon Association for the Teaching of English conference at Bristol Polytechnic with Terry Eagleton and Merle Collins. Details from Nick Kinsley, 144 Wellington Hill West, Bristol BS9 4QT. Please enclose a stamped addressed envelope.

July 8
Managing the career break in education organized by West Sussex l.e.a. for advisers, INSET co-ordinators, teachers' centre leaders, heads and teachers interested in schemes similar to the West Sussex *Keeping in touch with teaching* project. Fee £30. Details from Dr Pauline Buzzing, Western Area Professional Centre, Oaklands House, College Lane, Chichester PO19 4PF.

July 8–10
Information technology in teacher education at Rolle College, Exmouth. Speakers include Mr J Owen, Mr E Esterson and Mr J Foster. Details from Eric McDowell, ITTE conference organizer, Rolle College, Exmouth, Devon EX8 2AT.

July 10–12
National Association for Curriculum Enrichment and Extension annual conference at Reading University. Speakers include Dr Joan Freeman, Mr Jack Mansell and Mrs Pat Curtis. Fee £75. Details from Mrs J Raffan, Holyport CE primary school, Stroud Farm Road, Holyport, Maidenhead, Berkshire SL6 2LP.

July 10–11
Initial teacher training exploring an industrial dimension for tutors contributing to PGCE courses in colleges, polytechnics and universities at Homerton College, Cambridge. The conference will review developments in schools, the involvement of industry, support from the ICP project and proposals for staff development. Details from Sylvia Wilde, Homerton College, Cambridge CB2 2PH.

COURSES...

July 3 and 10
Further Education Unit and Forum for Access Studies seminars on *Access to maths, science and technology* at South Bank Polytechnic on July 3 and Lancashire Polytechnic on July 10. Details from FAST, 58 Clapham Common North Side, London SW4.

July 10–14
Teacher effectiveness in physical education organized by the British Association for Advisers and Lecturers in Physical Education at Loughborough University. Details from the Congress Secretary, Yew Tree Cottage, Stanbrook, Thaxted, Essex CM6 2NL.

July 11–14 and September 3–6
Video production workshops organized by the University of Salford for professionals who wish to use video as a teaching aid. Fee £325 or £355 with accommodation. Details from Mrs Merial Carboni, PICKUP Development Officer, University of Salford, Salford M5 4WT.

July 13–17
A study tour at Manchester Polytechnic for GCSE science teachers sponsored by the Plastics and Rubber Institute includes laboratory work, works visits and discussion speakers. Details from Frances Bary, The Plastics and Rubber Institute, 11 Hobart Place, London SW1W 0HL.

July 14
British Association of Advisers and Lecturers in Physical Education annual congress at Loughborough University of Technology. Details from the congress secretary, Mrs J Greenfield, Yew Tree Cottage, Stanbrook, Thaxted, Essex.

EVENTS...

June 26
ILEA primary and secondary schools' arts festival in Battersea Park, south London, based on the Hindu epic, the *Ramayana*.

June 29
TVEI open day at Lord Grey school, Milton Keynes. Exhibition themes include TVEI publications, gender, software, residential education, work shadowing, social education and graphics. Details from Kenneth Lewis, Curriculum leader for Business Education, Buckinghamshire TVEI.

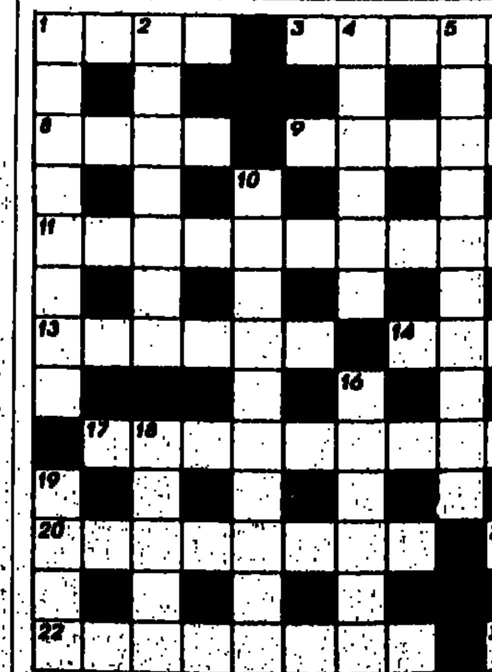
June 29–July 12
Primary education in the ILEA: an exhibition and programme of events at the Royal Festival Hall. Lecture details and tickets from Trevor Rawlins, Room 388 County Hall, London SE1 7PB.

July 2
The price of tickets for the Festival of Voices at the Royal Albert Hall is £2.50 (£2 children) and not as printed on June 12.

INFORMATION...

Aids research
The Funds Distribution Committee of International Aids day invites applications for grants from bodies concerned with Aids work in any of the following areas: health education, medical drug research and community care projects. The committee favours start-up funding, but will consider any project that fulfils the requirements for applications. Details from Ms Jane Miller, Secretary to Dr A Pinching, Department of Immunology, St Mary's Hospital, Praed Street, London W2 1PG.

No 311 CROSSWORD by Rufus



Across
1 Youngster needing arms for protection (4)
3 How mince is cooked by Chinese? (4-4)
8 Refusal to start on time (4)
9 Left with the threat of evil (8)
11 Rule not enforced in the main? (3,2,3,4)
13 Ronald could be public school head (6)
14 Pointless advance warning? (3-3)
17 Badly beaten, apparently, by two balls at snooker (3,3,4)
20 ...
21 ... principal (4)
22 Fireproof third-party (8)
23 Aspersion on the staff, perhaps (4)

12 The ...
15 Instruction ... mechanic ... bore (1-4)
16 Bill ... telephone ... concert (6)
18 A ... the ...
19 Like ... class ... continent (4)

Down
1 Finance advanced for riverside development? (4,4)
2 Misspelt newborn Welsh girl's name (7)
4 The full extent of the rise (6)
5 They go round causing destruction, naturally (10)
6 We hear school meals should be this (5)
7 He ruled in pre-Antonine Rome (4)
10 Misery of replaced non-U N.U.T. official (10)

Solution ...

© TIMES NEWSPAPERS LIMITED, 1987. Published by Times Newspapers Limited, ... 12 Coptic Street, London EC1 ...

THE TIMES
Educational Supplement
...DAY JULY 3 1987 NUMBER 3705 FIRST PUBLISHED 1910 PRICE 60p

Thousands of women defect to rival unions

NUT suffers dramatic fall in membership

by Jeremy Sutcliffe

A mass desertion from the National Union of Teachers, overwhelmingly by women members, occurred during the height of last year's pay dispute, according to official statistics made available to *The TES*.

The union lost more than 24,000 paying members during 1986 – more than a tenth of its active membership. The other TUC-affiliated teacher unions, the National Association of Schoolmasters/Union of Women Teachers and the National Association of Teachers in Further and Higher Education also lost members last year.

All four non-TUC unions have, however, profited from the defections – with the Assistant Masters' and Mistresses' Association making massive gains for the second year running.

AMMA's paying membership, which now stands at 113,751, jumped by 8 per cent last year. This is on top of a big increase during 1985 when, according to the Certification Office, it was Britain's third-fastest-growing major trade union.

The union has now consolidated the lead it established last year over the NAS/UWT, if only paying members are counted. In terms of raw numbers, the NAS/UWT membership is still well ahead, with 169,839 members (AMMA has 123,601). But this includes honorary, retired and student members. The number actually subscribing to the union is just above the 100,000 mark.

While AMMA is now established as the second largest teacher union in terms of paying members, between 13,000 and 14,000 are in the private sector. This suggests the two unions have an almost equal number of state school members. However, if membership from Northern Ireland, where the NAS/UWT recruits widely, and overseas members are excluded, AMMA seems to be forging ahead. That could have a significant bearing on the complexion of future pay talks, if and when teachers' bargaining rights are restored.

Union members paying subscriptions, 1985 and 1986

	1986	1985	% change
NUT	201,444	225,784	−10.8
NAS/UWT	101,590	104,820	−3.1
NATFHE	71,400	73,583	−3.0
AMMA	113,761	105,316	+8.0
PAT	41,536	39,333	+5.6
NAHT	27,000*	25,658	+5.2*
SHA	5,300	5,036	+5.2

*NAHT figure still to be confirmed by Certification Office

Mr Geoffrey Beynon, joint general secretary of AMMA, said this week: "If we were still in the Burham Committee we would be seeking a review. We shall be keeping a careful eye on any new negotiating machinery."

The non-striking Professional Association of Teachers also notched up healthy recruitment figures during 1986, with membership up 5.6 per cent, but failed to repeat the spectacular gains it made earlier in the dispute.

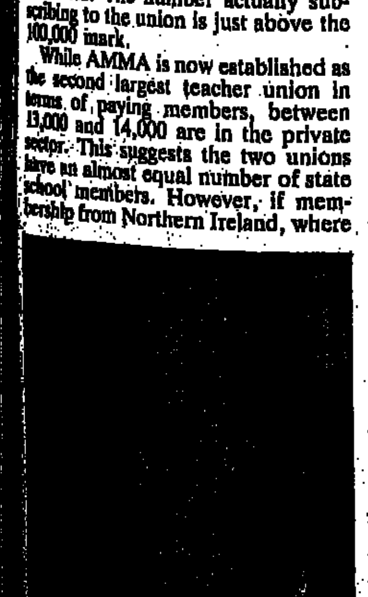
The two headteachers' unions also gained ground, largely as a result of their decisions to recruit deputy heads.

But the major development revealed by the new figures is the slump in NUT membership. Most revealing is the desertion by more than 22,000 women teachers, compared with just 1,726 male staff. Although around 70 per cent of the union's membership are female this represents a remarkable vote of "no confidence" by women.

Women primary teachers appear to have left the union in protest against its industrial action programme. Virtually all the gains made by AMMA during last year are among women teachers.

A small part of the haemorrhaging of NUT members could also be attributed to the gradual decline in the number of teachers in maintained schools. In January 1986, the latest date for which statistics are available, there were 402,900 teachers in England and Wales – 2,300 fewer than in the previous January.

Apart from the loss of subscriptions, which could be serious, the NUT's political influence is also likely to suffer from the membership fall. Also of crucial importance is the effect it will have on the balance of power in the union where the left-wing Socialist Teachers' Alliance appears to be growing in influence.



...Beynon of AMMA: forging



Ron Bell

Bishop's move: Jonathan Parker, captain of England's under-11 chess team, calls for divine intervention during last week's match with Scotland. And it would appear his prayer was answered for the English squad, ranked second in the world (after the Soviet Union), trounced the young Scots by 33½ points to 6½. Chess column – page 8

Comprehensives pose no handicap to young golfers

by Bert Lodge

Children wanting to take up golf would be better off opting for the state school system than the independent sector, judging by a survey conducted by the magazine, *Turf Management*.

For despite its class associations, golf is almost three times more likely to be available at a comprehensive than a private school.

And, while independents educate 7 per cent of the school population, they own only 5 per cent of the total playing field area used by educational establishments.

But 83 per cent of private schools have athletics tracks compared with 57 per cent of maintained schools. Some 96 per cent of independents have cricket grounds: the comparable figure for the maintained sector is 80 per cent.

In hockey pitches and tennis courts, state schools are slightly ahead with 79 per cent against 77 and 75 respectively. Football and rugby pitches are available to almost all schools in both sectors.

Questionnaires were sent to local authority officers responsible for school playing fields, groundsmen at independent schools and landscape managers at colleges and universities.

One curious revelation was the disproportionate amount of dressing used by private school groundsmen.

Despite being responsible for only 5 per cent of playing areas, they still used 16 per cent of the £3.2 million spent annually on fertilizers. Also they accounted for 8 per cent of the £2.99 million annual expenditure on chemicals.

CTCs will not be tied to national curriculum

by Ian Nash and Sue Surkes

City technology colleges will be treated as independent schools and there will be no statutory requirement for them to comply with the national curriculum.

Sources at the Department of Education and Science this week said they would be expected to offer a curriculum "broadly consistent" with the national model and that such a demand would be a condition of the Government grant.

But the DES stressed that "there will be considerable scope for them to develop their own characteristic identities". One reason for the exemption is believed to stem from ministers' feelings that industrial sponsors should not have their hands tied by Whitehall and should be free to experiment with technological ideas.

Schools that opt out of local education authority control will, however, be bound by the national curriculum legislation, planned as part of Mr Kenneth Baker's "Great Education Reform Bill" to go before Parliament in November.

A consultation paper on the national curriculum will be published by the end of this month, with at least four more on financial delegation, opting out, open enrolment and charges for "extras" such as field trips and music education.

News Focus on the Queen's Speech, pages 10 and 11.

Most papers can be expected "in days rather than weeks", according to the DES, to allow a consultation period of at least three months.

Representatives of the l.e.a. associations are expected to discuss the national curriculum when they meet Mr Kenneth Baker today to debate a backlog of issues including GCSE funding.

The l.e.a.s have already voiced their opposition to much of the proposed Bill and at their annual conference later this month they are expected to approve plans to use their powers under Section 85 of the 1944 Education Act to set up a standing conference on the proposed legislation.

They are also seeking a wider campaign of opposition involving the teacher unions, parents' organizations and the churches.

Mr John Pearman, education chairman for the Association of Metropolitan Authorities, said: "We owe it to our members and the service to do more than express opposition. If by our joint efforts we can rebuild the consensus there used to be in education, that will be a significant achievement."

The l.e.a.s are certain to receive a sympathetic response from the teacher and headteacher unions. With the exception of the Professional Association of Teachers, they have all expressed their opposition to the Bill.

THIS WEEK
... 2
... 5
... 7
... 8
...BACK TO WORK 10,11
...NEWS 12,13
... 14,15
... 16
...BOOKS/ARTS 17–19
...MEDIA 20–25
...COLUMN 26–30
...WORD
CLASSIFIED 31


...ower ...andards


Down the wrong road 4


South Bank show 7


The national service 18,19


Aeschylus to Beckett 20


Routes to Open Learning 26,27


EXTRA: Music 41–48

TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Mr Baker's box of tricks

The programme of legislation which will occupy Parliament from November 1987 to July or August 1988 will prove highly contentious. The guillotine will come into its own. More and more responsibility will fall on the House of Lords if essential revising tasks are to be carried out.

The Education Bill itself (pages 10 and 11) will be a major piece of legislation, which will need to be examined line by line.

The national curriculum provisions will, presumably, leave all the nitty gritty to orders and regulations, but it is most important to decide as a matter of principle to hold on to the idea, expounded by Mr Baker in his North of England Conference speech at Rotherham earlier this year, that the prescribed core should be just that – a *core* not the whole apple.

This was taken at an earlier stage to suggest that about 70 per cent of the available curriculum time would be pre-empted by national requirements. This would leave to the discretion of the schools and the pupils a substantial portion of the timetable which could be used to develop individual interests. More recently the talk has been of the core getting out of hand and claiming as much as 90 per cent of the available time. It is quite easy to see what the pressures are – and why they most surely should be resisted.

It is intended that the curricular provisions for individual subjects will be produced by working groups of professionals and then circulated for comment to a range of professional and local authority respondents and to representatives of industry and commerce. It is important that this consultative process should be properly formalized. It must never be simply regarded as a matter of rubber-stamping ministerial whims or professional fashions.



Opting out and open enrolment come in for particularly scathing criticism on page 4. Sir Roy Harding, general secretary of the Society of Education Officers, sets out why these two gimmicky manifesto proposals threaten to undermine a string of provisions set in place by Sir Keith Joseph and promulgated in *Better Schools*: What Sir Roy has done is point out the absurdity of basing policy-making on the bright ideas of back-room ideologues without consulting those who have to make the system work.

For 10 years – from 1976 to 1986 – the emphasis has been on better management of resources, human and material. Staff development has linked in-service training with school planning. Curriculum-led staffing has concentrated on protecting the teaching programme during a planned contraction of the service. Local authorities have been encouraged to take a systematic look at their school and college buildings, freeing some for other use, using the fall in numbers to take some out of service, raising environmental standards for the smaller cohorts who remain . . .

Unsurprisingly, Sir Roy doesn't think much of the way of carrying on which surfaced with the election. Opting out looks a hazardous business which may prove less popular than ministers suppose – a few primary schools and grammar schools, perhaps – though in frugal counties the amount of money available to would-be GM governing bodies will not compare with the sum independent schools find they need. If opting out is the preferred option of schools threatened with closure, it may be difficult to convince parents (or the DES) that solvency can be assured.

It is open enrolment which threatens to scupper improvement schemes most completely, because it implies a complete negation of planning, and leaves a local authority impotent in the face of market forces. In logic it must imply more involuntary closures, brought about more quickly, if the damage to the system is to be limited.

Local financial management, "opting out" and open enrolment all assume that money will be allocated to schools by the local authority (or, in the case of GM schools, by the Government using the equivalent local authority figures) according to a weighted capitation formula. Each school would get so much a head for children of a given age, with additions depending on such other social factors as may be brought into account.

These calculations – like those used in the Rate Support Grant – attempt to endow the distribution of grants with a spurious scientific reliability. Unfortunately, positive discrimination is a political matter, not a scientific one, and in the end all you are left with is an algebraic formula which reflects the ideology of the person or persons who devised it. And (again the RSG formulae are good examples), the temptation to tinker and gerrymander is irresistible.

This said, it is obviously a good thing to give schools more control over their own spending. It must be better for the head to ring up a plumber and get a burst pipe mended, than wait for county or town hall to act. Local financial management is no magic answer to resource problems, but within obvious limitations it is a step in the right direction.

The Poll tax which the Government intends to introduce to sweep away domestic rating, is part of the complex package which Mr Nicholas Ridley, the Environment Secretary, is to bring in. Though not part of the education legislation, it will have as much influence on local education as Mr Baker's box of tricks. Local education finance is threatened with yet another earthquake and if past experience is anything to go by, the secondary tremors will hit the schools and colleges.

This already looks like being one of the most controversial items in the Government's programme. Quite simply, it is a bad idea, rejected several times in the past, resurrected by Mr Kenneth Baker when he was at the DoE, because he couldn't think of any other way of carrying out Mrs Thatcher's instructions to end the domestic property tax.

A flat-rate community charge is obviously regressive – even more regressive than the rates, which do at least make sure that people who have big houses pay more than those who have small flats. It is vulnerable, therefore, on elementary grounds of fairness – the absence of any connection between taxation and ability to pay. It will be extremely unpopular.

It is even more vulnerable to practical criticism. Rates are one of the easiest taxes to collect. But the poll tax will have to be levied individually on almost all adult citizens. The difficulties of collection will be manifold, clogging the courts when non-payers are chased up, or else leading to the writing off of large sums, as in the case of rent arrears. At best, the costs of collection will be wastefully high.

The attempt to make sure that many who now pay nothing, have to pay something, however low their income, makes a great deal of sense. "No representation without taxation", is a necessary safeguard against irresponsibility. But however fair it may be in theory, it is going to be murder for local authorities with large numbers of low-income families. Benefit will be increased to cover one-fifth of the average community charge, the minimum everyone will have to pay, but in many inner city slums spending is far above the average, and there is no way those now deep in poverty could pay one-fifth of the actual charge which, will be demanded in, say, inner London.

For education, the most significant change will be the one which is least controversial – the "nationalization" of industrial and commercial rating and the redistribution of the product on a formula like that of the Rate Support Grant. This threatens to cripple the high spenders who will see their income sharply reduced.

The reported murmurings of dissident Conservatives led by Mr Michael Heseltine may yet have to be listened to. Mr Ridley's abrasive manner will do nothing to smooth the passage of the Bill and their Lordships will be urged to take a hand when the time comes. It is important to keep the educational consequences in mind all along the line. Local taxation exists for local services, not vice versa.

One minor irony is that the poll tax, if successfully introduced, would re-endow locally elected bodies with legitimacy. If the local electorate really bore the consequences of local spending decisions, then it would be far harder for Ministers to claim that left-wing authorities are "unrepresentative" . . .

Charges for extras are not going to be covered by the Bill, but a discussion document will soon set out how the DES thinks parents might be given more chance to pay for items in the grey area between what is clearly essential (and free) and clearly optional (and chargeable). Given the cost of education as a whole it is absurd to quibble over things like field trips or cooking materials. It would make sense to interpret the curriculum broadly and decide that all curricular activity should be free. The arrival of a national curriculum reinforces this argument. Individual musical tuition should also be free. Why not? It is an activity which schools should certainly encourage and provide.

But the climate of Government thinking is likely to be much less generous. If meanness is institutionalized children will suffer.

The former Leader of the House, Mr John Biffen, lent his own characteristically ambiguous support to the Government's programme. "You cannot have educational reform on the scale indicated, unless you are prepared to back it with adequate resources," he said. Later he went on: "I hope it will be clearly understood that the proposals . . . are designed to reinforce the collective tradition of maintained education, and are in no sense thought to be some oblique kind of privatization."

Mr Baker is presently fighting for some of these extra resources: Treasury ministers may be less easy to convince than the back-bench Mr Biffen. As to privatization – the coded message of Mr Biffen's hope is his awareness that if the New Right have their way, these proposals will indeed mark the beginning of the end of the maintained education system.



English as she is taught

The Centre for Policy Studies' contributions to the education debate are usually a source of intense irritation to teachers and inspectors working to improve real teaching in real schools. Dr John Marenbon's pamphlet on English (page 6) is no exception.

Its main implication is that there is a "new orthodoxy" in English teaching that has wilfully abandoned methods that led to immaculate results in some golden past. So Dr Marenbon launches broadsides at HMI, the Assessment of Performance Unit, the GCSE, A levels, and English teachers, all of whom, he claims, are set to destroy the great heritage of our language and literature.

More specifically he seems to denigrate teachers' acceptance of dialect variations in English, their concern with oral as well as written English, their attempts to get children enthusiastic about writing, including writing poetry, and their choice of contemporary books to interest children in literature, instead of classics from Chaucer to Shaw (when, it appears, English Literature came to a Full Stop).

Such broadsides are based more on selective reading of the educational literature and the qualities of entrants to Oxbridge colleges than on first-hand experience of what happens in schools. They make it extremely difficult for the professionals under attack to disentangle which arguments they should seriously address.

Most of Dr Marenbon's strictures on the teaching of literature are well founded – but they should be addressed to the universities and the exam boards.

When it comes to language teaching, it is legitimate to ask, as Dr Marenbon does, whether the enormously wide-ranging aims of English teachers, now encapsulated in the GCSE criteria, are best approached directly or indirectly. His doubts about the increasingly direct focus on oral English, and about the usefulness of trying explicitly to teach, and assess, attributes such as "sensitivity", are shared by many professionals. These are issues that should be confronted, not buried in professional defensiveness.

His key concern is the teaching of "standard English" for writing, spelling and speech. When everyone seems to agree that, although in some measurable ways standards of English have risen, they are still not high enough, Dr Marenbon's analysis deserves careful consideration. It is no good simply foaming at the mouth whenever grammar and spelling are mentioned.

The current emphasis on drafting and editing in the teaching of writing (much helped by the recent appearance of word processors) is already redressing the balance to some extent. It may be that more is needed. Certainly the balance of the GCSE and the demands it is making on teachers and students should be closely monitored and assessed.

English teachers, encouraged by HMI, have certainly taken on a very wide brief. But the way ahead, as HMI have endlessly, if inelegantly, said, is to pay more attention to "progression" in children's reading and writing, improving both range and accuracy.

Dr Kingman's committee are now attempting the unenviable job of trying to make sense of the conflicting demands on English teachers. Some of Dr Marenbon's analysis is worth their attention – but it is even more important that they read the research of Patricia Broadfoot, Marilyn Osborn, and their French colleagues (page 18), showing the consequences of targets for teachers that are too limited.

Primaries fight back

One of the most cheering things that has happened this summer is the outbreak of primary school festivals. Inner London's (page 3) is only the latest.

There have been children at work in marquees on village greens, children showing off their skill with computers in local libraries, primary school art in banks and children playing music in building society offices. Schools have been thrown open to the public and small schools have combined to put on drama productions and dance displays.

The even more cheering thing is that several heads and teachers have reported that, in spite of all the extra work, the exercise has helped to raise their own morale, not just that of the public. They were almost beginning to believe the enemy propaganda – but now they have demonstrated to themselves, as well as the outside world, the quality of their work in very difficult times.

. . . no comment

"Unfortunately, Jason's coursework has been destroyed by the girl whose hamster he put in a washing machine." Covering note found in a folder at Alton CSE consortium.

NEWS

IN BRIEF

Welsh training still in doubt

The future of initial teacher training at three instutions in Wales is still in doubt after the failure last week of the Wales Advisory Board for local authority higher education to reach a decision on the recommendations of a working party on teacher education.

It is understood the working party proposed closing courses at West Glamorgan Institute of higher education in Swansea, the North East Wales institute of higher education in Wrexham and at University College, Bangor.

Union complaint

The general secretary of NATFHE, the college lecturers' union, should have been elected by the membership at large, the union certification officer decided this week following a complaint from a member under the terms of the 1984 Trade Union Act.

Mr Peter Dawson, the general secretary, is a full voting member of the national executive, which appointed him to the post. He is now expected to have to submit himself to an election.

Council warning

The British Council will have to withdraw from eight countries and reduce its work "dramatically" in another 10 if the Government continues to cut its grant, Sir John Burgh, the retiring Director General, warned this week.

The Government had cut the British Council grant by 21 per cent or £20 million in real terms, since 1979. All continents would be affected, especially the "old Commonwealth".

Three to stay

The Association of County Councils has *failed* to convince the Department of Education and Science that a four-term year should be introduced into schools.

Further talks are to take place with examining boards to see whether the GCSE would be affected by a switch to four shorter terms.

The ACC believes shorter terms would lead to better performance from pupils with fewer teachers absent because of stress-related illness. Exams could be taken earlier in the year, from April to the end of May.

Poisoned pen

A Northern Ireland teacher sent threatening letters, purporting to come from the IRA, to two fellow teachers – because she felt embittered at being made redundant, a magistrates' court in County Tyrone has heard.

Marilyn Elizabeth Gillespie, aged 39, of Northland Village, Dungannon, was sentenced to six months' imprisonment, suspended for three years, after admitting three charges of intimidation in February and September last year. She was a teacher at Aughnacloy secondary school from 1975 until she was made redundant in 1980.

NCA disclaimer

The National Childminding Association has pointed out that Mr Colin Evans, convicted in 1984 for the murder of Marie Payne was not a registered childminder (*TES*, June 26). Mr Evans was a volunteer, running a babysitter service which was occasionally used by Berkshire County Council.

Age tests criticized

The Association of County Councils has joined opposition to the Education Secretary's proposals for English language teaching and bench-mark tests at the ages of 7, 11 and 14 in its submission to the Kingman Inquiry into English language teaching.

The National Assocation for the Teaching of English, which is to submit its evidence on July 10, has said its representatives will stress the importance of learning to use language in different contexts.

Opt-out ILEA borough plans radical reforms

by Ian Nash

One of the wealthiest Conservative-controlled councils in London says it will throw open its schools for wider community use when it takes control of the education service from the Inner London Education Authority.

Mr Rodney Brook, chief executive officer for Westminster, said the borough had wanted to extend community use of its schools for some time but had been "frustrated by the unions and ILEA policy".

The ILEA, however, reacted angrily saying: "What it boils down to is asking the community to make the provision and pay through the nose for all but the bare essentials."

But Westminster – which is the largest contributor to the ILEA budget, paying £264 million a year – is adamant that it can follow the community college path blazed by Cambridgeshire and Leicestershire when under Conservative control.

Far-reaching reforms being considered include the integration of special education and social services, adult and continuing education within school buildings and a closer relationship between all forms of nursery provision and the education service.

"Westminster needs corporate planning," said Mr Brook. "Clearly there will be provision we cannot make" (the borough has just seven comprehensives, 38 primary and three nursery schools). But he hinted at an alternative "ILEA" with sympathetic boroughs to underwrite services that individual councils provided best.

Examples of some community involvement already exist in Quintin Kynaston and North Westminster community school and he believes the principles can be developed "in a more cost-effective way than the ILEA is managing". More than half of the money Westminster contributed went on the ILEA overspend, he said.

Mr Brook has been asked to draw up a feasibility study on the management of education by a small borough and is looking at a range of options including tertiary reform and selection at 11.

● The board of directors of Thamesmead, the former GLC new town, has instructed its chief executive to bid for one of the new city technology colleges in the hope of attracting jobs and businesses to the area.

Thamesmead chief executive Philip Glascoe has already approached the Department of Education and Science for preliminary talks. No firm proposals have yet been made, but Glascoe says the company now running the town wants to foster community spirit.

He believes a college would encourage investment and will present a feasibility study to the board.

Thamesmead students at present travel to college at Erith or Woolwich, but the existing Waterfield School, which caters for secondary pupils, will be upgraded as the youth population expands during the early 1990s.



Chris Kelly

Eyes left: rapt attention from some of the 1,500 London children who performed the Hindu epic, *Ramayana*, a 3,000-year-old tale of the triumph of good over evil, in Battersea Park last Friday. It was the culmination of a six-month project in 70 schools run by the Inner London Education Authority.

Copyright law to be relaxed

by Gillian Macdonald

The right to record all television and radio programmes and to photocopy more published material will be granted to educational groups in the long-awaited Bill on copyright reform, which was announced in the Queen's Speech last week.

A 10 per cent levy on audio tapes over 35 minutes will be introduced to recompense the artistes and rights holders, but there will be no levy on video tapes. Instead, home-users will be allowed to record freely and educational institutions will have to purchase a statutory licence. Schools and colleges will be permitted to make multiple copies of up to 1 per cent of any printed work per quarter without authorization.

These proposals were published in the Department of Trade and Industry's White Paper on intellectual property which had to be shelved last year, but "everything that's in the White Paper will be going into the Bill", said a spokesman at the Department of Education and Science, which drew up the section on education.

The proposals have been severely attacked by the manufacturers and performers' unions who will ensure that the resurrected Bill faces a rough passage through Parliament. They were welcomed in principle by educational groups, but the details were severely criticized.

In particular, the audio tape levy has been opposed by the National Union of Teachers, which says the cost to schools will be well over 20 per cent by the time VAT and manufacturers' costs are added.

The proposals on photocopying are viewed by the l.e.a.s as unworkable. The existing voluntary licensing scheme being operated by the Copyright Licensing Agency and local authority associations will be extended. This allows teachers to copy up to 5 per cent of any work within the scheme. The main exceptions are maps, textbooks and music, which will now be covered by a statutory supplement that will permit multiple copies of "1 per cent per quarter".

Top engineers support Double Award scheme

The campaign for broad and balanced science for all pupils up to the age of 16 will fail unless it spells the end of single science studies for GCSE, leading industrial, academic and professional organizations said this week.

Most vocal among them was the Engineering Council which, with 15 other bodies including the Secondary Science Curriculum Review and all major headteachers' organizations, signed a statement of support for proposals for the GCSE Double Award in science.

New examination criteria are being considered for GCSE Double Award science syllabuses which will allow pupils to fit physics, chemistry and biology into two subject slots (20 per cent of the timetable) while equipping them for A level studies in the separate sciences.

Dr John Williams, education officer for the Engineering Council, said: "Three subjects take up to 30 per cent of the curriculum time, crowding out the arts and humanities. This is no longer necessary and we hope the double award will replace them."

Equally pressing was the need to stop pupils dropping science too early – particularly girls and the academically less able – to improve job prospects and to have a greater pool of scientific and technological talent. "We have been promoting broad science for four years," he said.

One senior educationist warned that unless single subjects were scrapped they were likely to be offered as academically superior to double awards.

"When the call for broad and balanced science came from the Association for Science Education we were not confronted by the legislation we face today," he said. "Some schools who choose to opt out could boast that they are maintaining standards by continuing to offer three separate sciences at GCSE level."

Not all signatories to the statement of support were as adamant, though they all considered the double award "appropriate for all students including those who wish to pursue the sciences, medicine, technology and engineering-related studies in further and higher education".

Subject organizations, including the Institute of Physics and Royal Society of Chemistry, see the single subjects sitting comfortably alongside the double award, which is the view of Mr Kenneth Baker. He welcomed the support in a statement this week.

"I congratulate the Engineering Council and the SSCR on this timely initiative and I hope that the message of the statement will come across loud and clear to parents, employers and higher education alike," he said. But he did not see the double award approach as exclusive.

Examining questions of sex stereotype

Sue Surkes



Marie Curie, the only woman scientist named in 250 exam papers

"Your brother has a Saturday job at a local farm.

a) Prepare and pack a substantial midday meal for him to take and make a family supper dish.

b) Launder his shirt and trousers, clean and press his jacket and clean his shoes ready for a disco in the evening."

This question from a University of Cambridge Practical Tests paper is reproduced in the home economics section of a pamphlet just published by the Fawcett Society. "Exams for the Boys" presents the fruits of a study of more than 1,000 1986 examination papers launched to identify examples of sexism – and of good practice and balance.

The researchers found that home economics was the only subject where girls and their interests were represented.

A German O level translation paper, set by the Welsh Joint Education Committee (WJEC), for example, presents Helmut who gets drunk in Cologne and is taken home by a helpful person. His wife is not named, but merely referred to as "his wife".

"Stereotypical male behaviour – drunkenness – would not be acceptable if it were from a woman," the pamphlet says. "Here, it is portrayed as quite an endearing feature."

With the exception of Marie Curie, all the scientists named in more than 250 physical sciences and computing papers were men. Maths questions were sometimes "quite unnecessarily" placed in contexts such as football or engines. In English literature, O level questions failed to allude to female characters even where they existed.

But the researchers also found examples of good practice. One specimen GCSE maths paper from the Northern Examining Association had a boy buying baking potatoes for a party. The Oxford and Cambridge Schools Board selected passages from Susan Sontag and Liselotte Shelow, and included an extract from Agatha Christie in its English language paper 1. And a Scottish Board German higher paper included a main character called Renate, who was learning to be an electrician – who came top of her class of apprentices.

The researchers comment on the frequent "overwhelmingly masculine flavour" of examination papers. They note some "clumsy" efforts to balance a question by excluding specific nouns.

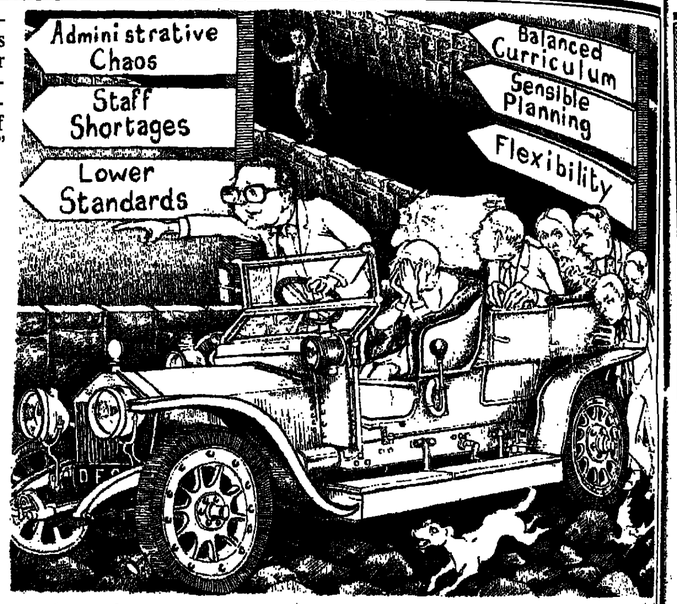
"Exams for the Boys" is available from the Fawcett Society, 46 Harleyford Road, London SE11 5AY, £2 (post free).

PLATFORM



A radical package to raise standards – or a mixture of U-turns and ill-considered gimmicks? Sir Roy Harding gives a senior administrator's view of the disastrous practical implications of "open enrolment" and "opting out"

Careering off down the wrong road



"In these initiatives, as elsewhere, the Government cannot act alone. Their success depends on the ready co-operation and mutual support of all the partners in education and of the customers of the school." "Local education authorities need to manage their stock of schools in the interest of the curriculum . . ."

"One of the most crucial responsibilities of l.e.a.s is to manage the teaching force . . ."

These are not statements from the Society of Education Officers or the local authority associations. They are included in *Better Schools*, the Government statement of policy issued only just over two years ago.

Those who administer education accept that they must be people of principle and their first principle must be flexibility, but some recent proposals must leave them breathless. Some may remember the regimental sergeant major for whom a good exercise for officer cadets was rapid "about turn" commands that would cause the confused cadets to lose balance, and sometimes fall over.

The effect of some of the proposed new policies, a U-turn from the encouragement of good planning to its negation, is not just that administrators of l.e.a.s may fall over – that could be an intended by-product – but that teachers and, more important, many children will. Standards for some would fall and it is likely that there will be a fall for most children.

Two aspects of what appears to be a new principle illustrate a part of the problem. The principle is usually referred to as choice – said to be for governors or parents or heads, though appearing to ignore the pupils whose parents are unable or unwilling to make choices. It involves opting out of local authority planning processes. The first aspect, more drastic, is for a school to become a GM school – grant, or government maintained – and the second is for a school to decide, as far as possible, to make its own decisions on admission numbers.

There is insufficient space to discuss the third way proposed for opting out of l.e.a. planning processes, namely, for London boroughs to be able to opt out of the Inner London Education Authority. It requires little imagination to extend this proposal to allow district councils, many with more schools than London boroughs, to opt out of county council control.

L.e.a.s have greatly improved their support services in recent years. There has been much consultation on the nature of advisory services and the Secretary of State's advice has been promised. Perhaps there will be something in, or following, the new legislation.

Those in GM schools cannot expect support similar to that considered to be vital for l.e.a. schools. How will a new teacher gain the needed "structured support and guidance during probation and early years in the profession" mentioned in *Better Schools* for example?

The Secretary of State has mentioned HM Inspectors, but they have more than enough to do. More HMIs would be needed for the equivalent of l.e.a. assessment visits to GM schools. HMIs are not accustomed to following up assessment reports, sorting out individual problems, helping governors, heads and teachers towards mutual understanding when they feel dissatisfied with each other, or dealing with parental or other local complaints that heads and governors have not satisfied. Help with staff appointments would be impractical. Surely the intention is not to recruit large numbers of additional HMIs with a range of additional duties, and deprive classrooms of even more teachers? Some standards could fall!

In any case, HMIs' views of the way money is spent are unlikely to satisfy the Treasury. Those who serve on bodies financed by the Government are well aware of problems arising from Treasury rules and seeming rigidity. Treasury views of the cost-effectiveness of the way a GM school deals with a legal problem connected with staffing (or parental court action or an unsatisfactory contractor) will be interesting.

Those who remain with the l.e.a. may have different problems. The Government has not only encouraged l.e.a.s to plan school provision, with exhortations to remove temporary classrooms and shut surplus schools, but also fixed grants on the assumption that action will be taken along these lines.

Overall, no extra teachers are likely to be affordable and shortages in some subjects will persist

Planning has been based on known numbers and locations of schools, their capacity and forecasts of pupil numbers. Curriculum and teacher-force planning, until now regarded as vital by the Government, has allowed for supplementation of teacher provision during the periods of falling rolls and pupil "number troughs". Indeed, ministers have praised l.e.a.s for their work on curriculum-led staffing.

What of the future? A school or schools may leave the l.e.a. and the area plan will thereby probably be disrupted, possibly badly at a time of falling rolls. Whether or not this happens, schools remaining with the l.e.a. may admit pupils in excess of l.e.a.-planned capacity. Other schools will, in consequence, drop below planned size, which may be the lowest size compatible with a suitable curriculum or a planned "number trough" size for which the l.e.a. has provided teacher supplementation.

Overall, no extra teachers are likely to be affordable, and shortages in some subjects will persist even if more money becomes available.

Does the l.e.a. give extra staff to the enlarged school and, if so, on what basis, bearing in mind the variety of subject needs, and the improbability of extra numbers being in convenient multiples of class size? Not to do so would be deemed to be unfair, leading to expected falling standards because of higher pupil/staff ratios and greater curricular problems, especially in science and other practical subjects.

If staff are redeployed, they will come from schools which, because of reduced size, may need greater levels of staff supplementation than formerly. Indeed, the Secretary of State argues, with justification, that these schools may be those that are less good and require extra help. In any case, as all l.e.a.s and heads have found, quick redeployment of staff is usually incompatible with maintaining curriculum provision, apart from being administratively difficult and possibly costly. Falling standards will be the likely consequence. Anyone doubting this view, should question any head, advisor, inspector or administrator who has dealt with falling rolls and redeployment.

This, then, is almost the simplest of possible future situations. It ignores, for example, problems which could arise because of changing the nature of GM school intakes, parents having a second choice during a pupil's school life, transport provision when catchment areas for l.e.a. and GM schools do not exist, non-teaching staff or other resource allocations to l.e.a. schools, the calculation of overall financial allocations to GM schools and capital provision for all schools. How will a future government set about introducing a new approach to the curriculum like the Technical and Vocational Education Initiative?

Let us hope that it is not too late for the Government to change proposals which could lead not to the idealism of GM schools and parental choice, for some in place of parental preference, but to the actuality of GM (General Muddle) administration in schools and l.e.a.s. If the proposals are not amended, then we must hope that the Government will subsequently quickly U-turn again, and show renewed concern for improved standards by introducing legislation which allows l.e.a.s to plan school and staff provision so that all pupils can have a broad, balanced, relevant and appropriately differentiated curriculum. Perhaps there would be a reprint of *Better Schools*?

Sir Roy Harding is general secretary of the Society of Education Officers.

"I'VE TRAVELLED WITH SCHOOLPLAN SINCE 1978"
Mr Brian Lewis, Daniel Stewarts & Melville College, Edinburgh.



"I find Schoolplan's fast and friendly service extremely good."

Brian has been taking parties abroad with Schoolplan for some years now and has clocked up a fair number of resorts, including a fascinating trip to Egypt. We already have 20 countries on our programme and we continually seek to improve and extend our service still further.

Brian would recommend Schoolplan to any teacher about to organise a school trip, so why not take a look at our range of summer destinations now. Please telephone and ask for a brochure.

SCHOOL PLAN travel

HOTLINE 0293 517566

Europe House, East Park, Crawley, W. Sussex RH10 6AS

NEWS

Build more schools, Muslims urged

by Bert Lodge

Muslims should stop building mosques and switch their attention to schools which would benefit all of the community, says Mr Yusuf Islam, the leader of a campaign to establish Britain's first Islamic voluntary-aided school.

He told a conference of Muslim educationists in London last Saturday: "If we are not careful, all those mosques we are building will turn into bingo halls or the Muslim equivalent."

Speakers condemned the Swann Committee's rejection of separate schools and deplored Britain's failure to cater for the needs of Muslim children. But Sir Peter Newsam, chairman of the Commission for Racial Equality, said separate schools might not be the simple solution they appeared.

"One sees, as in West Germany for instance, those people who don't want the Islamic community should have the same rights as everybody else – but implementing it was difficult."



Yusuf Islam: "Duty to educate all"

Dr Muhammad Iqbal, of Huddersfield Polytechnic, said Muslims should continue to knock on local authority doors. He called on Muslim businessmen to invest in independent schools for Muslim children.

Mr Islam, formerly pop singer Cat Stevens, said the Islamia primary school in the London borough of Brent now had a waiting list of 600. An application for voluntary-aided status is now before the Secretary of State, although the local authority has refused planning permission for it to extend the school.

He called for a national administrative committee to oversee Muslim education and departments for teacher training, curriculum development and finance. And he said a legal strategy department could fight the cause of Muslim education on the political front. "Remember, it is a duty of all Muslims to educate all people."

NEWS

DIARY

Pet expression

The gerbil (or desert rat) is, as everyone knows, teacher's favourite pet, being almost as common in the classroom as blackboard dusters. How appropriate, then, to name the biggest education Bill since the Butler Act of 1944 after such a doe-eyed, furry, lovable creature.

Already GERBIL (the forthcoming Great Education Reform Bill) has passed into the language at the DES. Perhaps it's an attempt to make what many see as a divisive, retrogressive Bill, that bit more cuddly?

Exam upset

Exam time is here again, and once more the examiners have put their foot in it – at least as far as pro-abortionists are concerned.

The offending passage was a poem in the English Literature GCE O level paper by Spike Milligan, a passionate anti-abortionist. Here's a sample:

"I was taken
Blind, naked, defenceless
By the hand of one
Whose good name
Was graven on a brass plate
In Wimpole Street,
and dropped on the sterile floor
of a foot operated plastic waste bucket."

The poem, *Unto Us*, may well have considerable literary merit, but that's not good enough for Mrs Doreen Peterson, of Romford, Essex, whose daughter recently sat the exam.

"It is clearly an anti-abortion poem," she tells me, "and I was saddened to think that young girls (and boys) of this age could very easily be influenced by it."

Final word

Which brings me nicely back to another poet, Andrew Simmons, of the Crypt School, Gloucester, the 17-year-old recently named winner of the Schools' Poetry Association's Young Poet of the Year competition.

If you remember, I broke the unhappy news (at least for the organisers) some weeks ago that Andrew's "winning poem" was, in fact, uncannily like a Susanne Vega lyric, printed on the back of one of her record albums.

Well, Andrew has kindly written to tell me it was not, after all, the winning poem, nor even one of the pieces included in his final collection for the competition. It seems I made a mistake, and humbly apologise for it. It was, however, one of 40 or so sent for possible publication and was included in the collection sent out to newspapers in Andrew's name.

On the run

What with the Government's plans to break up the Inner London Education Authority by allowing boroughs to opt out of its education system, many of its best-known names could soon be on the run.

Perhaps that's one reason why its chief officer, Bill Stubbs, has taken up long-distance running. He's planning to run 13 miles in a sponsored charity half-marathon at the National Sports Centre at Crystal Palace in London on November 1.

He has also thrown down the gauntlet to teachers and FE teachers throughout the capital to join him, either by taking part in the full half-marathon, or by forming relay teams. He is hoping the event, 10,000 strong, will raise thousands of pounds for the charity, Crisis, at Christmas. The *TES* (naturally) will be entering its own team, and we can tell you that sponsorship forms can be obtained from the ILEA at County Hall, and must be returned by July 24.

Acronym

Through the management maze

Bert Lodge examines the advice given to heads on how to cope with teachers' working to contract

A solution to those "open-ended and endless" staff meetings which will delight heads and all but one or two of their staff, has already been spotted in the 1987 Education Act by the Secondary Heads Association.

It turns on the 195 days and 1,265 hours teachers must now put in during a year under the *direction* of the head. "Filibusters will have to be informed that, if they wish to prolong a meeting, they have not been *directed* to do so and the time they use up will be deemed to be voluntary and not part of the 1,265 hours."

It's an ill-wind that . . . yet the truth is that thousands of heads are seeing the job they applied for being radically changed by all the new legislation, and they are uncertain how they will cope.

A new booklet from the SHA spells out just what the Teachers' Pay and Conditions Act, 1987 will mean for its members as school managers. Written by Mr John Sutton, salaries and conditions of service officer, it is a model of clarity in text and lay-out.

And now and again, quietly reassuring. Among the duties of a head listed in the Act, is the obligation to participate in any arrangements within an agreed national framework for the appraisal of his performance as headteacher. Menacing. But the wording is pounced on. "The limitation of 'an agreed national framework' is important. There is no obligation to participate in any other scheme." All can breathe easily for the time being.

A chapter is devoted to "time management"; not surprisingly, for it obviously worried many at the "other" heads' conference in May. How do they set about directing their staff to spend a few hours on this and a few more on that?

A "time budget" is obligingly displayed with 10 disparate activities from staff meetings (nine hours) to appraisal (10 hours) and timetabled periods (887 hours) aggregating to the prescribed 1,265 hours. One section deals with work outside the 1,265 hours and others with voluntary activities, sports, plays and concerts.

That vexatious subject, Cover, occupies another chapter. The cautious common-sense approach of much of the booklet comes out in the introduction. "It would be idle to pretend that Mr Baker has resolved the problem but at least for the moment we know where we stand."

And after enumerating the implications of the legislation and the Scott judgment of last year when duty to cover was established, the author ends with: "Meanwhile, the Nobel Peace Prize awaits the inventor of a simple, foolproof and effective cover system . . ."

Another challenge exercising the head is how to award the one or two – possibly three, but no more – allowances of £500 each without shattering the harmony of the staffroom. The Secretary of State does not realize how much he has complicated an already delicate task by suggesting that the main criterion should be "outstanding classroom teaching". We learn that one head has already ducked out and is letting his staff choose the outstanding teachers by secret ballot.

Noting that the Education Secretary offers no advice about procedure, the SHA advises caution and, above all, making sure the adopted procedures are open, equitable and meticulously followed. A sombre warning comes next that those teachers not selected in more militant areas could initiate grievance procedures.

For all that, the guide ends on a reassuring note: "Relax! These changes, far-reaching though they are, do not justify the shortening of your life. Remember that every head and deputy in the country is struggling with the same problems . . .

"Do not commit yourselves to new schemes until you are sure they are right. Seek agreement where you can get it and acceptance where you cannot." And finally: "Do not take disagreement personally." With the contents of this booklet well-digested, a head just might not.

Conditions of employment: implications for school management. By John Sutton. Secondary Heads Association, Chancery House, 107 St Paul's Rd, London N1. £4.



Fulfilled potential: a second chance to finish school

Heather Welford looks at a special unit which has been set up to educate teenage mothers

Babies and books at the Bungalow

Special units for teenage mothers save money and improve academic achievements, says North Tyneside education authority.

Last week it organized a study day to outline the successful beginnings of its own special unit, known as the Bungalow.

Mrs Joan Bunting, an area leader with North Tyneside's special education support service, told of two cases which showed how ordinary home tuition barely "scratched the surface" of the continued education of teenage mothers.

The first involved a 15-year-old who became too unhappy to leave her home as her pregnancy developed; the second, a 13-year-old mother who was a suspected victim of sexual abuse. She said she was especially disturbed at the way girls missed out on exams and lost any motivation to continue with academic work.

"If 10 girls are receiving two hours of home tuition a day, it's expensive – up to £850 per week, she said. "A unit was cheaper and allowed pregnant girls to receive the support "they so badly needed".

The project took three months to set up two years ago with support from social services, and community and hospital health authorities. Two home tutors joined six staff from residential block Bungalow already owned by the local authority.

Twenty-four girls have attended the unit since it opened and so far 16 have sat exams – with pleasing results, according to the tutors. Poor achievers and school attenders have done well, and bright girls have fulfilled their potential. But staff are now experiencing organizational difficulties with the GCSE and are considering Royal Society of Arts and City and Guilds courses as alternatives for some pupils.

The Bungalow does not solve all the girls' problems. Dr Jan Park, North Tyneside's school medical officer and closely involved with the unit, said their precarious financial state meant they were often at the bottom of the benefit heap, in a flat without furniture or in a bed-and-breakfast place for the homeless.

She said the lack of ready access to contraceptive advice was part of the reason for the schoolgirls' pregnancies. "What's become known as the Gillick factor hasn't stopped teenagers having intercourse – it's just stopped them getting contraception."

Introducing the study day, Mr John Partington, North Tyneside's director of education, said he wanted to see the unit develop. "When you see how the Bungalow has transformed the lives of these girls, and restored their confidence, you could not be other than enthusiastic . . . We want to see the Bungalow's great scope for the future."

Union leaders meet to discuss strike plans

by Geraldine Hackett

Leaders of the two TUC-affiliated teachers' unions meet today to decide whether to resume half-day strikes as part of their campaign for the restoration of negotiating rights.

Further industrial action may depend on the outcome of a meeting due to have taken place yesterday between Mr Kenneth Baker and the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers. It will have been the first meeting between union officials and the Education Secretary since the election.

The unions want Mr Baker to dispense with an autumn Green Paper on future methods of settling teachers' pay in favour of a national joint council which would allow direct negotiations between unions and local government employers. But it is thought unlikely the Government will alter its plans.

Before Thursday's meeting, Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, insisted that further half-day strikes could not be ruled out.

"Our position is that half-day strikes were suspended and unless there is a commitment to restore negotiating rights, further strikes remain an option," he said.

The local government employers are attempting to set up a national joint council to replace the abolished Burnham committee. The council would not negotiate pay, which will be in the hands of an advisory committee for at least three years, but would negotiate on sickness and maternity arrangements and act as a forum on such issues as supply teachers.

PROFESSIONAL ASSOCIATION OF TEACHERS

There is only ONE "no-strike" union.

CHILDREN NOT DISRUPTION

PAT – the "no-strike" union that works for Peace in our Schools

Enquire about PAT membership today by writing to:
Professional Association of Teachers
FREEPOST Department EW
99 Friar Gate Derby DE1 9BR



Shake, rattle and roll: Hukwe Zawose from Tanzania, one of the artistes performing at the Commonwealth Institute's Music Village Fair which ends tomorrow. Children from 8 to 14 have been exploring the theme "What is music?" with the help of traditional folk musicians from six countries.

Sue Surkes sifts through the evidence submitted to the Higginson Committee, which is reviewing A levels

Exam systems will not mix and match, board warns

The principles and practices of GCSE should not be transferred lock, stock and barrel to all A level subjects, because of crucial differences between the two exam systems, the Associated Examining Board has warned the Higginson Committee.

In a written submission, the AEB stresses that while the GCSE is designed for a large, wide-ability range of pupils, A levels are geared to a restricted group of high ability students.

The board says it recognizes the worthwhile developments associated with GCSE, but believes "the simplistic idea that GCSE principles and practices should be transferred in their entirety to all A level subjects overlooks crucial differences between these two examination systems in terms of the maturity of the candidates, the spread of their ability and the needs of the users".

It adds: "If A level and GCSE have some characteristics in common, it is to be hoped that this is because those characteristics are appropriate at each level, not merely because one level follows the other chronologically."

The Higginson Committee, announced by the Education Secretary in February and chaired by Dr Gordon Higginson, Southampton University's vice-chancellor, has been asked to recommend the principles that should govern A level syllabuses and their assessment, and draw up a plan of action for the professional work needed to flesh out its recommendations – on the premise that A levels will be retained. It has been asked to report by Easter.

The AEB says calls for greater breadth in the post-16 curriculum could be better met through a liberal, broad-based system of Advanced Supplementary levels, which are roughly equivalent to half an A level and due to be examined for the first time in 1989.

But it points out that financial constraints are likely to force many schools to offer AS level syllabuses closely based on existing A levels so joint teaching can take place. And it adds that the "lack of enthusiasm" so far for the AS level concept suggests it will not significantly affect A levels in the short term.

The AEB recommends the introduction of general, flexible guidelines for A levels, the expansion of inter-board comparability studies on standards, an increase in the number of grades to 10 or 12 and the widest possible introduction of supplementary profile grades to help show how overall grades are achieved.

The Standing Conference on University Entrance (SCUE) also sounds a note of caution in its submission to the Committee. Steps will have to be taken to make sure the sixth-form curriculum and examinations take account of the GCSE principles, SCUE says. But it adds: "This does not mean that the principles of the GCSE should be carried over in their entirety into the A level programme".

SCUE stresses that the content of A level syllabuses should be reduced, so greater emphasis can be placed on acquiring intellectual and practical skills.

In the longer term, it envisages a broadened sixth-form curriculum with a range of six or seven subjects taken at higher subsidiary levels. However, in a letter accompanying SCUE's evidence, the Committee of Vice-Chancellors and Principals calls for the sixth-form curriculum to be broadened immediately.

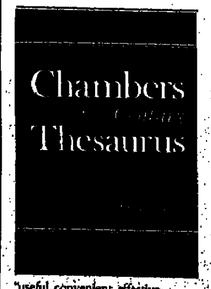
The National Association of Schoolmasters/Union of Women Teachers says the Higginson Committee should bear in mind developments such as GCSE, pre-vocational courses in the fourth and fifth years and the establishment of the National Council for Vocational Qualifications.

The Socialist Education Association attacks the present form of A levels for reinforcing an "apartheid" system that divorces education from training, and academic from vocational or social and personal objectives.

It calls for an expanded tertiary college system that would enable all pupils beyond 16 to combine elements of academic, vocational and social education with real skills training for real jobs.

Choice Editions

Offer to new subscribers



"useful, convenient, effective, helpful, practical, serviceable and worthwhile" TES 22 May 1987.



"an indispensable means of communication" TES 22 May 1987.

The TES reviews hundreds of school, children's, teachers' and general books through the year. It reports weekly on every aspect of education, keeping you in touch with what's going on. It's investigative and informed. It's got the answers to who, where, when, how and of course, why.

You can have all this delivered to you every week by taking out an annual subscription to The TES. Complete the coupon below and for the normal subscription price you will receive not only 52 issues of the paper, but one of the choice editions illustrated here. Selected from those books which received particularly good reviews, either of these is yours FREE – simply indicate which you would like on the coupon.

THE TIMES
Educational Supplement

Please send me The TES for one year and my FREE copy of the book indicated below.
☐ Chambers 20th Century Thesaurus ☐ The Oxford Children's Thesaurus
Name
Address
a) I enclose my cheque for £40 made payable to The Times Supplements.
b) Please charge my credit card £40. Signed
Please tick ☐ ☐ ☐ ☐ Card No.
Please send this coupon together with your payment to: Choice Editions, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX. Offer is open to new subscribers in the UK only and closes on 30 September 1987.

New English orthodoxy worries academics

The Education Secretary's plans for a national curriculum have been criticized by radical academics who have otherwise supported his programme of change.

Dr John Marenbon, writing in a Centre for Policy Studies pamphlet, warned that a national curriculum in English could strengthen the hold of a damaging new orthodoxy, which had sacrificed knowledge and techniques for self-expression and relegated standard English to one dialect among many.

Dr Marenbon, director of studies in English at Trinity College, Cambridge, claims the "new orthodoxy" has affected English teaching, the work of HMI, the Assessment of Performance Unit, examining boards and textbook authors.

It regards the notion of correct English as conceptually wrong and views English not as a subject but an "opportunity to acquire a haphazard collection of virtues" such as maturity and tolerance. It puts a premium on creativity, gives equal importance to spoken and written language and places the Queen's English on the same footing as one dialect among many.

The result, Dr Marenbon says, is that few of today's school-leavers can speak and write English correctly and that public examination candidates produce spellings such as "terret house" and "icesaw".

Knowledge about literature is even worse, he claims. "Children can become good readers and good judges of literature only by reading a variety of those works recognized as outstanding by generations of discerning readers. Few English teachers today will give their pupils that opportunity."

Dr Marenbon is particularly worried about the way HMI's recommendations reflecting new orthodoxy "have been accepted, even by politicians whose own explicit, ideological convictions are the very opposite of those on which the new orthodoxy is founded.

"Ministers of governments, preoccupied with the external politics of education, have repeatedly been defeated in the more important internal politics of what is taught and how; defeated by an enemy they do not recognize, in a battle they do not know they are fighting."

● Mr Stuart Sexton, former special adviser to Sir Keith Joseph, told the summer conference of the British Educational Management and Administration Society that a national curriculum should not be imposed but should evolve in response to market demands.

Mr Sexton, director of the education unit at the Institute of Economic Affairs, asked: "Who should specify the national curriculum?"

If the answer was the Government, this would, in practice, mean a few civil servants behind closed doors drawing up the agenda to be followed. If consensus, a larger number of so-called experts would do the same. If the answer was "by general agreement and acceptance", this would have to be shown not by diktat, circular or legislation but by a free market education.

A genuine national curriculum would only emerge if the laws of supply and demand were given a free rein, Mr Sexton said. Schools would provide English and not gay studies because that was what most parents wanted.

English, Our English, published by the Centre for Policy Studies, 8 Wilfred Street, London SW1.



Stuart Sexton: curriculum should not be imposed

Sarah Bayliss reports on how London's Royal Festival Hall was turned into a giant primary school this week

A South Bank show worth bragging about

The South Bank primary school in inner London has a new head every two days, a changing population of 1,200 and classrooms which are open to the public.

Mr Kenneth Baker was asked – too late, according to his private office – to open the school, but there may be a visit from an education minister before it closes in mid-July.

The fabric of the building is reminiscent of an Ideal Home Exhibition and has been constructed inside the huge polished foyer of the Royal Festival Hall, complete with pitched roof – flat roofs are out – and three open classrooms.

It represents a bold experiment by the Inner London Education Authority in public information about what makes good primary practice. Through the classrooms "in action" – backed up by lectures, workshops and a static exhibition – it aims to reveal how some teachers go about the practical business of teaching and what their pupils can achieve.

At the official opening on Monday morning, Mr Neil Fletcher, the Labour leader of the authority, was more defensive, saying it was timely to publicize ILEA's reputation for pioneering work. "Those who wish to criticize and break up the ILEA should come here and look before they speak."

He hoped people would "cross the road" from the Department of Education and Science at Elizabeth House, to come and see what was going on.

Over a two-week period, 1,200 children aged 3 to 11 are being bussed to the South Bank for two days to work as normal a school day as possible.

"It was a bit strange at first," said 11-year-old Jonathon Hughes, who was busy setting up a microscope while photographers' lights flashed.

Nearby, another classmate from Harrington Hill school, Hackney, was writing up an experiment done in school the previous week to find out how long it took soda crystals to form. The class had recently been on a residential visit to Cheddar Gorge and Wookey Hole and wanted to know more about the formation of stalactites. "I'm working out how long it would take to form 15 centimetres of soda crystals," he said.

Mrs Margaret Wood, their teacher, had spent the weekend covering two walls of the classroom with children's recent work on technology and energy and their model of a cave stood on a table.

"To get the best from the children we felt there must be familiar things round them so they could fit in and get on," said Mrs Wood. "It's been hard work but they know my expectations are high."

The exhibition has a series of themes including mathematics, computer-assisted learning, arts and crafts, science, active learning in the early years and education in the community. The theme for the first two days was "language across the curriculum" and the three classes had been chosen to illustrate this strength.



'Shop window' models: a teacher and pupil from Wix Lane get down to work

As well as the weekday activities, the exhibition will host community groups and supplementary schools over the weekends – "just like an ordinary ILEA school", said Rod Sharman, a district inspector for primary education and a co-ordinator of the exhibition.

Towards lunchtime on the first day page one of the visitors' book was full of glowing comments. "The finest advertisement for our craft that I've seen in a lifetime. Magnificent," wrote an ex-secondary head of English.

"The amazing thing," wrote another teacher, "is these kids are absolutely absorbed in what they are doing. While they can guide us, all is well."

And there was "a ratepayer, seeing where the money goes – quite impressive".

● The exhibition at the Royal Festival Hall is open until 10pm each day until Sunday July 12. Lectures are at 5pm.

Primary Index

National curriculum	18
Made books	22
Children's literature	22
Longmans reading world	28

The exhibition has been planned for two years by the inspectorate and a steering group of teachers, heads and advisers as a follow-up to the Thomas report for ILEA, *Improving Primary Schools*. Norman Thomas, the former Chief HMI, will give a lecture tomorrow.

"The authority gets a lot of negative publicity," said Barbara MacGilchrist, ILEA's senior primary inspector who was appointed with a brief to implement the Thomas recommendations. "But we felt strongly that we should give evidence of all the hard work and high quality which exists in our schools."



Exhibition visit: pupils from Harrington Hill school spend two days in the South Bank

Cuts in class size create staff shortage

by Liza Donaldson and Sarah Bayliss

Essex could soon be looking for around 150 more teachers after a decision to reduce the average size of primary school classes from 31.5 to 30.5 pupils from next January.

As a result of the move, which won Alliance and Labour support on the hung council, the largest local education authority outside London will no longer remain at the bottom of the pupil-teacher ratio league table.

The change will cost £1.96 million in a full year and Conservatives warned the mid-year decision could cause havoc to next year's budget.

Meanwhile, faced with competition for recruiting scarce primary staff, the outer London borough of Croydon, has come up with its own special offer.

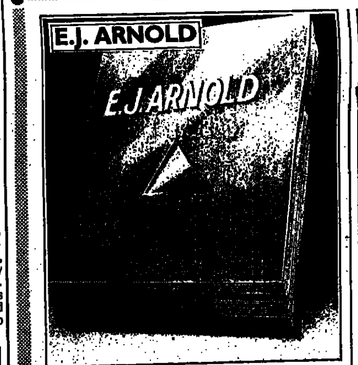
In an attempt to attract "returners" to teaching, the borough is offering jobs with four-days-a-week teaching plus a-day-a-week of in-service in the first year.

● Up to 260 teacher training places are to be created at Durham University's School of Education; the second institution after Exeter to create a chair in primary education.

Professor David Macnamara will be responsible for launching a four-year BA (Education) course with honours.

Twelve new staff will be recruited, most directly from teaching in primary schools.

Professor Macnamara said the number of schools – in the North-East – needed to provide teaching practice could rise from 33 to 150.



More weight to carry.

More and more teachers are now choosing the heavyweight approach shown on the right.



Carries more weight.

Hestair Hope's Catalogue is the Professional teachers working document and as a guide to the best Educational Equipment it is second to none.

Hestair Hope has changed over the last 5 years. The 1987 catalogue is bigger and better than ever!

- 3,000 + new products since 1983.
- 300 + products of Educational Equipment and Stationery, more than the supplier illustrated on the left.
- The only general equipment supplier to offer nationwide FREE delivery with no minimum order surcharges, to any U.K. address.

Join your colleagues and have more choice

Buy from Hestair Hope

Hestair Hope Limited, St. Philip's Drive, Roytan, Oldham OL2 6AD, England.

SCHOOL TO WORK

Unions may withdraw from MSC



Norman Fowler: wants to increase employer representation

A special meeting of the Manpower Services Commissioners has been called for next Tuesday. It could spell the end of the Commission in its present form.

It is likely that the Commission will be confronted with a letter from Mr Norman Fowler setting out his intentions to change the composition of the membership and outlining the programmes that he will require the Commission to carry out. Both involve changes which may cause the unions to withdraw from the MSC.

The Government is committed to increasing the weight of employer representation, which means abandoning the power-principle on which the MSC has always been based – dominance by an equal partnership of the TUC and the CBI. The programme plans include expanding the Job Training Scheme, from which the TUC general council has already decided to withdraw support.

And the Commissioners will also be expected to accept removal of supplementary benefit for the under-18s who reject the Youth Training Scheme.

As if to underline the gravity of the occasion, Mr Geoffrey Holland, the MSC's director, has called a meeting of his regional directors on the same day.

But it is unlikely that the TUC representatives will commit themselves to any irreversible course of action at Tuesday's Commission meeting. They will, instead, report to a meeting of the TUC education and training committee the following week, which is likely in turn to make recommendations to the general council.

Any final decision as to whether or not to withdraw from the Commission may, in fact, be held over to be decided at the annual meeting of the TUC in September. Meanwhile, at the centre of the crisis discussions will be Mr John Monks, the TUC's head of education and training, who has been chosen as the new deputy general secretary.



John Monks: involved in the crisis discussions

Giant training board finally brought to heel

The giant of the Youth Training Scheme, the Construction Industry Training Board, is still waiting for the seal of approval which will enable it to continue recruiting 19,000 trainees a year. A decision is expected from the Manpower Services Commission within the next fortnight.

The board, by far the biggest managing agent in the YTS, was one of the first to apply to the Commission for approved training status, which has become mandatory. It involves meeting stringent criteria for staffing, resources, organization and policies, as well as the quality of training.

The long, formal vetting process brought to a head major disagreements between the MSC and the board as to how the construction industry's YTS should be run. In particular, the MSC was convinced that the board needed far more field staff to monitor the on and off-the-job training of the youngsters, who are placed with employers all over the country. It was also highly critical of the board's failure to get more than a handful of girls into the scheme.

The board, which in the past has forced the MSC to let it ignore YTS criteria, fought hard, lobbying ministers and back-benchers, but the MSC refused this time to treat construction as a special case. In the end, MSC officials spelled out that the board must double its field staff and take steps to promote equal opportunities if it wanted to stay in the scheme. It offered provisional approval to give the board time to make the changes.

At this point the board dug its heels in. Normally agents who have failed the long MSC vetting process can only go on running their schemes if they get provisional status, which gives them until next April to put things right. The board said it was willing to consider meeting the MSC's requirements, but not to accept provisional status.

Going over the MSC's head to employment ministers, the board's leaders explained that provisional status would be a damaging slur and would be taken by building employers to mean that the board was not up to its job.

As a result, the Commission has put off announcing the decision for more than three months, while the board has been making the required changes. They include recruiting 320 staff to double the existing number of field training advisers and appointing equal opportunity and development specialists. The ratio of field staff to trainees will now meet the YTS standard of 1:60.

The cost of meeting the requirements is more than £5 million for next year, but the board gets £72 million a year for the YTS from the MSC, which covers two-thirds of the cost. The remaining third comes from the board's levy on employers.

At the stormy board meeting which decided to concede to the MSC's demands – seen by some of the employer members as bureaucratic extravagance and meddling – it was also agreed that next year's YTS intake should be increased to 21,000. This means that by September the board will have 36,700 YTS trainees.

The board's surrender is its first major defeat in a long history of feuding with the MSC, punctuated by major battles in the corridors of power and public attacks by the board on the Commission's policies. The board, 21-years-old this year, has been immensely self-confident because it has been running major training programmes for a long time and has the backing of most of its big employers.

When the first YTS, the one-year version, was being set up the CITB was able to force the Commission to let it run the programme in its own way because the YTS could not afford to turn down the 18,000 places the CITB was offering. In due course the board had the satisfaction of seeing the whole YTS change over to its concept of occupational training.

As well as its YTS scheme, which ensures that the overwhelming majority of trainees get contracts of employment at apprentice rates during their second year, the board runs skills courses at Bircham Newton, the former RAF station in rural Norfolk which claims to be the world's biggest training centre. So far, 65,000 building and civil engineering staff have taken its residential courses.

At the 21st anniversary celebrations at Bircham Newton last week, a big man wearing a cloth cap and a tweed jacket and waistcoat over the bottom half of a dark busines suit sat watching the civil engineering magnates queuing with the small lobbying builders for plates of sandwiches and glasses of Muscadet. It was Leslie Kemp, the former transport workers' shop steward, who turned the board into Britain's most powerful training body long before training had become a fashionable national issue. He retired from the chairmanship nearly two years ago and lives as a country gentleman nearby.

"I think he's taking the mickey out of us, but then, he always did," said a bystander. "But you can bet on one thing – if he were still in charge the MSC wouldn't have got their way."



Building sights: the MSC has always wanted the Construction Industry Training Board to induct more girls

Edited by Mark Jackson

Commission fails its own quality control test

Five of the Manpower Services Commission's own skillcentres have failed to meet the criteria for approved training organization status in the Youth Training Scheme. They have been granted provisional training status and have until next April to reach the required standards.

Only one of the skillcentres which have been vetted so far has achieved full approval.

The MSC does not disclose to outsiders the reasons for refusing to grant approval, which is dependent on meeting 10 criteria. But women's organizations, which have been highly critical of the way some of the centres treat female trainees, will suspect that they do not meet the very specific requirements to promote equal opportunities.

Latest figures for the progress of the YTS-vetting process – the first to become available since April, after which the MSC election purdah prevented any further reports – show that just half of the 3,362 schemes examined have been approved. The rest, apart from half-a-dozen outright failures, have been given provisional status.

The private sector managing agents – employers, private training agencies, and business associations – have done best, with 54 per cent of full approvals. But only 42 per cent of the voluntary agencies have qualified.

In between is the public sector, which includes industry training boards, information technology centres, and the skillcentres as well as local authority and nationalized industry schemes. Forty-five per cent of the public sector managing agents have been granted full approved status.

Decisions are still to come on 430 more managing agents, and it is expected that they will all be announced by the end of next month.

STILL THE HIGHEST QUALITY IN SCHOOL TRAVEL

* Carefully chosen, high quality hotels
* Precision itineraries
* Exciting excursions
* No currency surcharges

PLUS A SPECIAL BONUS SAVING

Send only £5 deposit now, and we'll give you a reduction of £1 per paying member per day!

Phone 0293 551731 for your 1988 brochure now, or write to: SCHOOLDAYS Europe House East Park Crawley W. Sussex RH10 6AS

Schooldays

ATOL 1960

Fledgeling stars try their wings

by Nigel Short

The semi-finals and finals of *The Times* British schools' chess championship will be played at The Great Eastern Hotel on July 9 and 10. For many years now, *The Times* championship has been the arena for numerous young players who went on to become international masters and grandmasters. Jonathan Speelman, the reigning British champion, took part in the championship, as indeed did I (my school, Dulwich College, won outright in 1965 and 1966).

The Times championship serves to enhance a productive use of leisure by young people and also encourages standards of academic excellence.

Competitive international chess is a sport at which England has become unusually successful. In the last Olympics of 1986 and those of 1984, our national team captured the silver medals on both occasions. Many of the team members had been brought up on *The Times* schools' championship. In the words of Jeremy Hanley (MP for Richmond and Barnes), England is now a nation that is respected throughout the chess world.

Last year, *The Times* championship led to a worthy winner in the shape of Plymouth College who defeated The Royal Grammar School, Colchester, by 4-2 in the final. The following exciting game was the one which clinched Plymouth's victory.

White: Timothy Kendall (Plymouth) – Black: Michael Roberts (Colchester)
Sicilian Defence

1 e4 c5 2 Nf3 d6 3 d4 cxd4 4 Nxd4 Nf6 5 Nc3 a6 6 Bg5 e6 7 f4 b5 8 e5 dxe5 9 fxe5 Qc7 10 Qe2 Nfd7 11 0-0-0 Bb7 12 Qg4 Qxe5 13 Bd3 (More usual is 13 Be2. The text is sharp and interesting.) 13 ... h6 14 Nxe6 fxg5 15 Rde1 Rh4 16 Qd1 fxe6 (The best solution.) 17 Rxe5 Nxe5 18 Re1 Nbd7 19 Be4 0-0-0 (He must play 19 ... Bxe4!) 20 Bxb7+ Kxb7 21 Rxe5 Nxe5 22 Qxd6 Rf4 23 Qxg5 Rf8 24 Qd8 Bc6 25 Ne4 Ng4 26 Nxc5+ Kc8 27 Qd8+ Kd5 28 Qxe8+ – Black resigned.



A nail-biting encounter in last year's England v Scotland under-11 match in Manchester which the home side won by the comfortable margin of 3½ points to 2½.



Cerdh Hill pupils and TTNS staff check the incoming results from hundreds of schools. Every school was issued with an Extra Election code number for security purposes.

THE TIMES NETWORK SYSTEMS



Newsround presenter Roger Finn helps Deborah Richards from Rocks Park School, to locate a constituency so she can flag it with the winning party's colour.

SCHOOLS VOTE ON-LINE

School children all over Britain were given the chance to voice their political opinions recently in a special 'Extra Election' organised by BBC's Newsround. During the run up to the General Election schools everywhere were holding their own elections. Some of these were chosen to represent their constituencies in Newsround's School's Election. On June 10th the TTNS offices became the nerve centre for the collation of all the results and a special Newsround programme, broadcast on June 12th, recorded the excitement of the day.

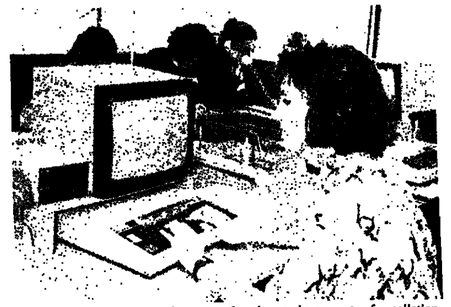
TTNS became involved with the Extra Election through the Hansard Society, appointed by Newsround to act as political watchdog for the event. John Wilson from the Hansard Society saw the potential for incorporating electronic mail into the results collation process and told TTNS about the Newsround Project. Eager to be of assistance TTNS soon agreed to be responsible for the collation and analysis of the incoming results.

Participating schools were selected by The Hansard Society and of the 650 constituencies in the United Kingdom 461 were represented in the project. Each school was responsible for the organisation of it's own election day, to be held before 10th June. On that day the TTNS office was staffed by children from Garth Hill School, Rocks Park Church of England School, Wilmcote Church of England Primary School and Sarah Bonnell School. Everyone was allocated a specific task, varying from answering telephones and inputting data onto computers, to pinpointing results on a 5ft high constituency map.

At 9.00 am results started to flood in, some by telephone, others on electronic mail. Each school using TTNS filled in an interactive form on the system, their results being sent automatically for collation on a master terminal. Telephoned results were transferred onto computers by the team of helpers. The Extra Election database had been created to allow the results to be graphically presented as they became known. In addition a breakdown of the number of votes cast in each constituency was also available. A BBC film crew recorded the activity throughout the day. John Craven, a German TV crew and two young reporters were also visitors to the TTNS nerve centre. The following is an extract of the report produced by Louise Bailey and Clodagh Walsh from Sylvan High School, Croydon;

Amid the general hubub and ordered noise of the election nerve centre at TTNS there was suddenly a moments quiet. "He's arrived", said one of the young telephone operators. Everyone looked up for an instant and then the phones rang, the spell was broken and everyone was back at work... Over a mouthwatering selection of sandwiches and chocolate cookies we finally cornered our man. Starting with the issue of holding elections in schools we asked John Craven his point of view. He thought it was very important for schools to hold elections because everybody should get a chance to say what they think and children shouldn't be left out as they will be the voters of tomorrow. After asking him whether children are likely to vote the same way as their parents, he answered that they will hear a lot of arguments in the home and that is bound to influence them (but when the results come in we will see).

At the end of an extremely busy day everyone crowded around the master terminal in anticipation. Only a narrow margin separated the number of seats won by the Conservative and Labour parties. However, as all the results were not received until 12 July the suspense was prolonged until the programme was televised. The final count produced the following results; Conservatives 176 seats, Labour 168 seats, SDP/Liberal Alliance 84 seats, Other Party's 33 seats. These results are now available in the News and Current Affairs section of the National Database, along with a breakdown for each constituency.



Results received by telephone being transferred onto the computer for collation. Throughout the day an ongoing results situation was available to the nerve centre team.

HOT ON-LINE NEWS FOR SCHOOLS - JULY 9TH

It's still not too late to register your school for the next newspaper day, to be held on July 9th. TTNS will be acting as an electronic news agency providing schools with real news in real time, enabling them to produce real newspapers in a day.

A series of 'A Day in the Life of' feature articles is planned, telephone interviews have been arranged and news will be coming in from all over the world. Participating schools can send copies of their finished newspapers to TTNS and a panel of experienced judges will provide feedback about each newspaper received.

If you would like to be involved you can register by typing REQUEST NEWSPAPER at the system prompt or mail Averil Silver on TCD027 for further details.

TIMES BOOKS PRIZEWINNERS

Times Books' competition on General Election facts and figures proved to be quite testing. It required considerable research and diligence to find the correct answers,

Well done to the winner:

Monks Hill High School, South Croydon, Surrey.

This school receives a copy of the invaluable book The Times Guide to The House of Commons — June 1987, to be published 20th July.

MORE NEWS ON MODERN LANGUAGES

A new section of the French database has been set up to compliment the news provided by 'ACTUALITES' and Derbyshire's 'L'I.D.' LE MONDE FRANCOPHONE will feature texts from the francophone countries not often dealt with in course books. The aim is to give a wider, less ethnocentric view of the French-speaking world. As with the above mentioned services, the information will be entirely in French.

"Les Churchman will be presenting familiar topics from a new viewpoint and other topics — reported in francophone countries — but which rarely get reported in this country. This work is being undertaken with the help of a number of Embassies, Ministries of Information and newspapers.

The first material comes from 'RPORTAGE CANADA', produced by the Ministry of External Affairs in Ottawa and features such topics as the satellite television and new technology in Canada.

ECCTIS — COURSES INFORMATION AVAILABLE VIA TTNS

The Educational Counselling and Credit Transfer Information Service is very pleased that its on-line viewdata search facilities have now become available to TTNS subscribers. ECCTIS aims to provide UK-wide data on all courses leading to qualifications in further and higher education — from postgraduate taught degrees to non-advanced awards (except GCEs) in everything from Astrophysics to Hairdressing and from Handweaving to Zoology.

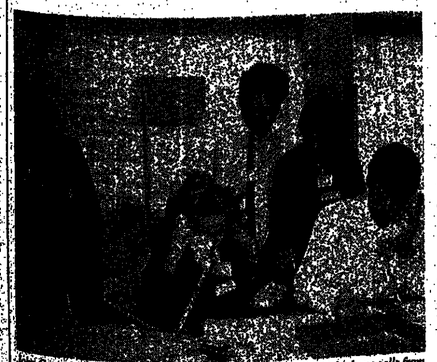
Enquirers can find out for themselves where subjects can be studied and skills learnt, whether by full or part-time study, with what entry requirements or exemptions, when the courses start and whom to contact for further information and enrolment, etc. Course prospectuses can be ordered by electronic mail. Software will shortly be available to provide simple and fast down-loading of ECCTIS data to print-outs or discs; this should be particularly useful in the August/September clearing period when those institutions with vacancies in a given subject can be quickly listed from the daily up-dated database.

So far ECCTIS data covers courses in universities, polytechnics, Scottish central institutions and further education colleges. Next year it is expected that courses data will be added from correspondence colleges and the independent further and higher education sector. By the end of 1988 the ECCTIS database should contain information on over 70,000 courses.

In 1986 the ECCTIS mainframe at Walton Hall in Milton Keynes handled 40,000 on-line enquiries. Current user statistics indicate that this figure is likely to double and reach over 80,000 enquiries in 1987.

Searching the ECCTIS database on-line is pretty straight-forward with instructions shown on each frame. However new users may like to get a free Users Guide from the ECCTIS office, which will also provide, on request, a general information pack about all of the ECCTIS information facilities, including the recently published reference HANDBOOK ON CREDIT TRANSFER about opportunities for non-standard entry to higher education courses.

ECCTIS
PO Box 88
Walton Hall,
Milton Keynes,
MK7 6DB
0908 368924
TTNS Mailbox TCD018



John Craven assists pupils from Wilmcote CE School to answer telephone calls from the Returning Officers of schools participating in the Extra Election. John Wilson, of The Hansard Society carefully monitors the proceedings.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

I would like further information about The Times Network Systems Ltd. I am specifically interested in (please tick one of the following):

- ☐ Secondary
- ☐ Primary
- ☐ HE/FE
- ☐ Careers
- ☐ Teacher Resources
- ☐ Electronic Mail
- ☐ International Links
- ☐ Administration
- ☐ Commercial Databases
- ☐ Independent Schools

PLEASE PRINT CLEARLY:

Name: .....

Position: .....

LEA/Organisation: .....

Address: .....

.....

Telephone Number: .....

Please return to TTNS, PO BOX 7, 200 Grays Inn Road, London WC1X 8EZ.

T.T.N.S.

THE QUEEN'S SPEECH

A 64-word passage in the Queen's Speech last week heralded the biggest shake-up to state education since 1944.

"My Government will take action to raise standards throughout education and to extend parental choice. Legislation will be introduced to provide for a national curriculum for schools, delegation of school budgets and greater autonomy for schools.

"It will also reform the structure of education in inner London, give greater independence to polytechnics and certain other colleges and support the establishment of city technology colleges."

These proposals will now be moulded into what Mr Kenneth Baker is describing as his "Great Reform Bill", which will be brought before Parliament in the autumn. In addition to the Bill, a consultative paper on charges which can be levied for "extras" such as music education and residential trips will be issued and a Green Paper outlining future negotiating procedures for teachers will be published in the autumn.

Here and opposite *TES* staff report on the planned changes to the education system and their likely impact.

Potholes that may trip Mrs Parrish

OPTING OUT

Mrs Vivienne Parrish, Haringey resident and mother of three, is determined, reported last week's *TES*, to have her children educated at schools outside the control of her local Labour council.

She is not, to the best of my knowledge, particularly well-off and has no plans to enrol them at independent schools. Her intention is to persuade a majority of parents at her children's school to "opt out" of the l.e.a. system.

She is precisely the type of parent that Mr Baker says his proposal is aimed at: a resident of the inner city distressed at the political interference of her council in schools. On the face of it, it's an open and shut case and she, and her friends, would have no problem in convincing the minister to fund her school directly.

There are, however, snags. For a start, what will happen if, at the specially-convened meeting of parents, Mrs Parrish's opting-out proposal receives 51 per cent of the votes?

According to Mr Baker, a bare majority is sufficient. But he also says that a school must be "viable" before it will be allowed to break the links with the l.e.a. For this reason, primary schools with fewer than 300 pupils will not be allowed to opt out.

I don't know the size of Noel Park primary school in Haringey, but for the sake of argument take it to be about 500 pupils. If the 49 per cent happy with the council, or even a proportion of them, opt to remove their children to a school that wants to remain within the system, it soon falls to a size not deemed "viable" by the minister.

The example chosen is not an academic one. Educational administrators are convinced that the opting-out demand will come largely from the primary sector. They anticipate that only a few secondaries will take that route, and that they will be almost exclusively grammar schools.

There is a simple explanation. Parents of teenagers are worried about exams and few would welcome the upset that opting out would cause.

Then there is the Treasury. If it is going to fund the opted-out schools it will demand cast-iron guarantees that they have a future.

Assume that Mrs Parrish wins her majority. Assume that the school has more than 300 pupils. What then is to stop opting out? Probably very little, but there remains that niggling doubt that within a couple of years or so, parents might want to opt back in.

For a start, they will be different parents. And remember why Mrs Parrish objects to the l.e.a. She does not like its anti-heterosexist policies and does not want her children taught about lesbian and gay pride. If a "sensible" Labour group, or the Tories, take control in Haringey, then the original reason for opting out disappears.

It could be that the Government is prepared for schools to opt in and out of the system. If it is Mr Baker's Great Reform Bill, as he has modestly christened it, he will have to spell out how it will be done without causing chaos.

Mr Baker and his civil servants will also have to put their minds to the tricky problems faced by l.e.a.s who are currently under strict orders from their central government paymasters to cut the number of surplus school places. How can they plan for the future when they are uncertain how many schools they are responsible for?

Those close to Mr Baker readily concede there will be difficulties and advise caution to journalists speculating on the number of grant-maintained (opted-out) schools by the end of the decade. More likely 6 than 60, I was told.

One thing seems certain – there will be a demand for capable educational bureaucrats. They will be needed to cope with the immense paperwork that will be generated.

Their main task will be to deal with the expected influx of applications from schools threatened by reorganization schemes; schools due to close because they are not "viable".

Therein lies Mr Baker's major political problem. He will see off the Labour opposition in the Commons and Baroness Hooper will steer the Bill through the Lords. But who will placate the host of back-bench Tory MPs forced by constituency pressure to back opting-out applications from schools unlikely to meet the stringent criteria that the minister will be forced to lay down?

Barry Hugill



Charges for items "extra" to the school curriculum were not mentioned, although they are the subject of a consultation document due almost immediately.

The 1944 Education Act says that "no fees shall be charged in respect of the education provision in any maintained school".

Lawyers at the Department of Education and Science have interpreted this to mean schools cannot charge for anything – field trips, music tuition or ingredients for cookery lessons. But many schools have made such charges for years.

Sources close to Mr Baker say plans are to "tidy up" existing law. Opponents say it is the tip of the iceberg.

Universities await fate on finance

HIGHER EDUCATION

Plans to tighten control of university spending through the reform of the University Grants Committee and the introduction of contract funding have been dropped from the new Baker Bill.

The decision to leave university changes out of its priority education programmes represents a significant victory for vice-chancellors who have been fighting strongly against the proposals.

But a Department of Education and Science spokesman said discussions on the recent White Paper on higher education would continue. It is likely, therefore, that the Government is planning a further Bill later in the Parliament to deal specifically with the universities.

The Queen's Speech did include, however, Government plans to remove polytechnics and the big colleges of higher education from local authority control.

These will in future receive direct funding from the DES which will be administered by a new Polytechnics and Colleges Funding Council (PCFC). A number of smaller colleges which mainly take higher education students will also be given the chance to "opt out" of local government control.

The new PCFC, which will replace the National Advisory Body which at present administers polytechnics and the big colleges, will be held on a far tighter rein by the Secretary of State.

Unlike the NAB, the majority of whose members are local government representatives (and therefore politicians), the new body will be appointed entirely by Mr Baker or his successor. The Secretary of State will also have reserve powers – a veto in effect – to overturn decisions taken by the PCFC, and to impose his own. It will also have a much stronger industrial and commercial representation than at present.

The changes, which will give polytechnics greater control of planning and the day-to-day running of their institutions, nevertheless represents a shift of political control from the l.e.a.s to central government.

Under the new arrangements, polytechnics will be forced to bid against each other by making individual contracts with the new funding body: they will have to compete in terms of the cost and quality of the courses they provide. Weaker departments could be closed or merged, while successful ones will expand.

The same recipe had been planned for the universities, but strong resistance from one of the country's most powerful institutions, with a long tradition of autonomy, has apparently paid off.

Vice-chancellors have been particularly concerned that competitive tendering, loss of academic tenure and other "efficiency" measures could stifle pure research and deter the best brains from taking up an academic career.

A further Education Bill to deal with the universities remains a strong possibility, and may incorporate further changes – such as the soon-to-be-published Advisory Board for Research Council's recommendations for a three-tier university system, headed by 15 research-led "super universities".

But despite escaping the Government's immediate legislative net, the universities are likely to move quickly towards the greater efficiency measures being sought by Whitehall: performance indicators, appraisal of lecturers' performance and devolution of budgets to departmental heads.

Having put universities on to the "back-burner" Mr Baker and his colleagues now face their major battle in higher education with local education chiefs, who are likely to try to salvage as much as possible from the "nationalized" polytechnics and colleges.

Evidence is already emerging of conflicts ahead. Writtle Agricultural College, one of 11 colleges which has the option of leaving the protection of local government, has launched a campaign against Essex County Council which has declared its intention to hold on to its assets, estimated at £16 million. Other skirmishes are expected.

The changes will take place against a backcloth of higher student numbers (an extra 50,000 by 1990, many of them part-time) and expenditure cuts (2.7 per cent – £126m – is due to be shaved in the next three years from higher and further education). As a result, institutions will have to become even more "efficient", and will have to turn more towards industry to balance the cash equation.

Jeremy Sutcliffe

Why choice is at the mercy of the market

OPEN ENROLMENT

The Government's plan to allow market forces to determine school enrolment figures will give the seal of approval to some local authorities while causing chaos in others.

The Education Bill will allow schools to enrol children up to the number of their 1979 intake, instead of in the words of the Conservative manifesto "artificially restricting pupil numbers".

For some authorities, such as the London borough of Harrow, the new law will make little difference because the council decided last January to give parents the right to choose their children's secondary school.

But in Sheffield, which is struggling to establish a tertiary system and cope with massive falling rolls, it will merely add to the local authority's problems.

Harrow decided it could afford to let parents choose because it has 10 high schools which can accommodate 65 forms of entry but are currently admitting only 48.

"Efforts to fill the schools equally concealed the essential problem that one had failed to win the commitment of its own community," Mr John Mann, the director of education, explained. "So in granting parental choice we have made it clear that it needed to meet its commitment."

He thought the borough might have to "grapple with the problem that some schools will be so heavily oversubscribed that they'll press on the walls". But some heads who would not wish to increase their intake from seven or eight forms of entry – although they could easily accommodate nine – might dissuade parents from forcing up numbers.

In Sheffield, the council could close 10 of its 36 comprehensives and not notice the lost space, according to one officer. At present, middle school pupils transfer to their local comprehensive, but parents can appeal against a placement. In 1985, 20 per cent of parents exercised this right, and in most cases they won.

This year, the system has been complicated by the tertiary reorganization and the Government's refusal to allow the affluent part of the city to be drawn into the scheme. So two schools that would have been closed remain open. "We don't need this legislation when we've got other problems," said the officer, gloomily. He was also doubtful that all the schools in that area could maintain viable sixth forms.

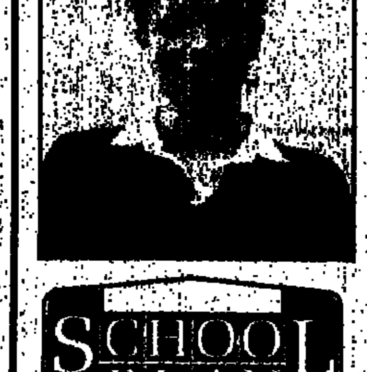
The Association of Metropolitan Authorities is not happy with the prospect either. Mr Bob Morris, its education officer, said: "This free-for-all will do educational damage and will in the end impoverish parental choice".

In any case, the notion of popularity was a "tenuous concept", he said. It had a self-fulfilling quality. The Sheffield officer agreed. He had witnessed changes in fashion for different schools in the wealthier part of the city based on no good reasons.

Mr David Whitbread, under secretary for education at the Association of County Councils, was less than delighted at the prospect of an open enrolment. He foresaw practical problems in "attempting to determine the number of pupils by history". Numbers admitted in 1979 might not make sense now, he said.

Diane Spencer

"SCHOOLPLAN OFFER US THE BEST VALUE FOR MONEY"
Mrs Chris Marsden, Ivybank High School, Burnley.



"I was so impressed with the quality of hotel and the service that I have arranged to go back next year."

In May Chris organised her first trip with Schoolplan to Noordwijk in Holland, and found our all inclusive prices and personal service unbeatable.

Our local travel advisors are on hand to give you advice and information making it easier for you to work within your budget and arrange your programme.

Why not see for yourself what Schoolplan have to offer?

Ring for a brochure now.

SCHOOL PLAN Travel

HOTLINE 0293 517566

Europa House, East Park, Crawley, W. Sussex RH10 6AS.
Telex 87374.
ATOL 1960

The picture begins to clear

CURRICULUM

Much of the debate about the Education Secretary's proposed national curriculum has been dominated by two questions: How prescriptive will Mr Baker be? And whose advice will he take?

The answers to these questions are not yet clear. But some of the pointers to what is still a vague picture are beginning to emerge.

As expected, Mr Baker will use the new Education Bill to lay down the foundation subjects that could occupy 80 to 90 per cent of the timetable. The Bill is likely to specify that all children from 5 to 16 be given the chance to acquire knowledge, skills, concepts, and attitudes relating to English, maths, sciences, a foreign language (in the case of secondary pupils), history, geography, technology, art, music and PE.

Classics will not be included, neither will Tory *bêtes noires* such as peace studies. Coverage of cross-curricular themes will be expected within the foundation subject range.

The Bill will also give the working parties some idea of the strength that will be accorded to each subject. (Details about curricular balance are likely to be included in a national curriculum consultation paper – although legislation on the balance could still be amended.)

The details – on attainment targets and programmes of study for each subject area – will, however, be left to regulations devised in line with recommendations from a series of working groups, recommendations which will have been put out to consultation.

The working groups, each with between 12 and 15 members, will draw up subject plans to be placed before a national curriculum council appointed by Mr Baker.

The *first* two groups will be on mathematics and science and will probably be followed by English and technology then geography and history.

The curriculum council is likely to be at odds with the suggestion being canvassed by the l.e.a.s that there should be a national advisory body on the curriculum.

As one source at the Department of Education and Science put it, CLEA was proposing something that was "large, advisory and representative". What Mr Baker wanted was something "small, workmanlike, and reflective of, rather than representative of, different views". He is expected not to ask the various bodies to nominate their representatives, but will canvass opinions first and then appoint people he believes reflect the interests expressed.

This small and workmanlike body would almost certainly include representatives of business and industry, local authorities and teachers. But the teacher unions, for example, would be unlikely to be directly represented.

Most of the donkey work will be left to the professionals and practitioners who are expected to make up the working groups.

The idea is that they will come up with guidelines for each subject area similar to the national criteria for the GCSE. The expectation is that they will prescribe quite heavily on some aspects but leave room for manoeuvre on others.

The l.e.a.s will be left with a considerably reduced say at the end of the day. They will be able to add their own stamp to the foundation curriculum by deciding, for example, that children should learn German instead of French as their first foreign language.

Beyond that, they might only have between 10 and 20 per cent of the timetable to play with.

Teachers will still be free to choose textbooks and other materials. They will also have some freedom over approaches. But they will have to bear in mind the demands of the various attainment targets which will be set for children at the ages of 7, 11, 14 and 16.

The idea of attainment targets is central to the Education Secretary's aim of making the goals of education more explicit to producers and consumers. (A DES source stressed last week that the controversial tests Mr Baker wants to introduce would not be obligatory, say, for all seven-year-olds, but would relate to what could be expected of a seven-year-old and would be taken by a child whenever he or she was ready).

A fair amount of work has already been done.

A policy statement on foreign languages is due out any week now and a report from a King's College, London, team on a feasibility study on maths attainment targets at age 11 is expected soon. And next year will see the publication of the Kingman Report on English language teaching.

Much, nevertheless, remains to be done and the bulk of it will probably fall to a working group set up specifically to look at assessment.

Mr Baker, who is distancing himself from detail, knows vaguely where he wants to go but will wait for the working groups to report before deciding how to get there.

He wants to assess, and if possible test, achievement in as many foundation subject and cross-curricular areas as possible but is keen to restrict the role of testing to avoid any undue narrowing of the curriculum.

He wants to provide for differentiation to cater for children with different abilities, but does not know how. He also wants children to be assessed on the basis not of what they have done, but what they can do and understand.

Mr Baker has still not even decided whether the tests will apply to every child or just to a sample – although the former would be more logical given his desire for teachers to be able to chart the progress of individual children more effectively.

Understandably, Mr Baker is giving himself plenty of time. The setting up of the working groups – one for each foundation subject – will be staggered and each will have about a year to do the job. The regulations will be introduced as each party reports. The first sets, on maths and science, will probably be brought in for academic year 1989/90 at the earliest.

Sue Surkes

Lessons from France – page 18

Search for sites goes on as sponsor queue grows

CTCs

Far-reaching "powers of persuasion" are being considered by the Government to try to tempt reluctant Labour-controlled councils to sell off redundant buildings for use as city technology colleges.

They include legislation permitting authorities to plough back money gained from sales into the education service. At present, limitations on the re-use of capital assets for educational purposes are strict.

Government money to be set aside for inner city partnerships with industry may also be available to aid the 20 proposed high-tech schools. The cash would most likely depend on CTCs widening their provision to include industrial and off-site training for youngsters on schemes of the Manpower Services Commission.

The key to the bigger role for CTCs lies in Mrs Margaret Thatcher's decision to move Lord Young to the Department of Trade and Industry, making him effectively minister for inner cities and the man in charge of the new Urban Development Corporation which will have sweeping powers.

Top-level talks involving both Lord Young and Mr Kenneth Baker were being held in the run-up to the Queen's Speech, aimed at encouraging more co-operation from local authorities. Several ways of using the inner city for CTCs were examined, including community education projects.

While Mr Baker is keen to ensure that the "all-ability" schools do not stray too far from his original model, outlined in October, it is clear they will entail much more, including possibly adult evening classes and education for those on the Youth Training Schemes and the Job Training Scheme.

The appointment of Lord Young – no stranger to vocational education and training since his days on the MSC – was welcomed by Mr Cyril Taylor, the man responsible for finding sponsors and sites, as "a great boost for the CTCs".

"The announcement of a fifth sponsor is imminent and there are a further four that are pretty solid. They are committed to financing CTCs, but it is often a question of securing sites before they will go public."

He believes "beyond question" the argument that CTCs benefit the community as a whole. With the running costs saved by the local authorities on the education of 1,000 pupils and the money recouped from the sale of land, "each CTC represents up to a further £5million extra for educational spending", he said.

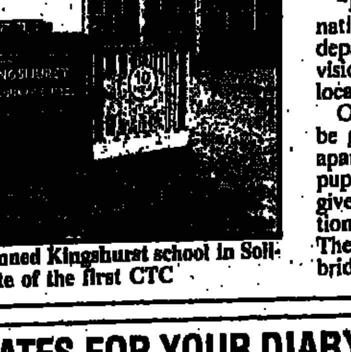
Mr Taylor's vision of the schools adds a new and possibly clearer meaning to Mr Baker's claim that they will be "all-ability" and "selective". The words were taken to mean that pupils would be selected to be representative of all abilities within a catchment area.

Mr Taylor agrees that this "should and will" be so. However, he expects also that once selected on aptitude tests, pupils will then be streamed in three ability bands from the age of 11.

Laudable though this approach is in the eyes of many educationists, it could prove disastrous if – as the National Confederation of Parent-Teacher Associations claims – parents are opposed to selection. This view was certainly supported by a *vox pop* of Solihull parents (*TES*, May 29).

Before any question of streaming was mentioned, parents in deprived areas saw attractive prospects in a well-funded CTC away from the neighbourhood comprehensive. If their children turn out to be labelled bottom of the pile at 11, they may well think again about that local school.

Ian Nash



Condemned Kingshurst school in Solihull: site of the first CTC

Finding the right formula

SCHOOL FINANCE

Government plans to devolve spending power to headteachers may deprive inner city schools of extra funds to take account of their greater numbers of children from poor homes.

Legislation to give schools their own budgets could curb the freedom of local authorities to counter disadvantage in pupils' backgrounds which means inner city schools could not get no more money than those in leafy middle-class suburbs.

Plans outlined in the Queen's Speech require local authorities to submit any formula for drawing up individual school budgets to the Department of Education and Science for approval.

The DES will issue a consultative document on the details – a department spokesman said budgets would be based on the number of pupils, although other factors could be taken into account. However, the Conservative manifesto promised to ensure local authorities set school budgets in "line with the number of pupils attending each school".

If budgets are to be based substantially on the number of pupils, authorities such as the Inner London Education Authority would have to alter radically the provision they now make for schools with a high proportion of children from disadvantaged backgrounds.

The major part of school spending in Inner London is allocated using a well-researched educational priority index, taking account of the number of children on free school meals or those who do not speak English at home.

Local authorities have not yet been consulted on possible formulae for splitting education spending between schools.

"There is a danger there could be a rigid formula, but at the moment we just do not know," said Mr John McLeod, deputy education officer of the Association of Metropolitan Authorities.

"There may be a formula for all schools and that could also be used as the basis for direct funding of the city technology colleges.

"It could be that they will find a national formula unrealistic, or the department could set a minimum provision and allow additions according to local variations."

Once arrived at, school budgets will be given to the heads of all schools, apart from those with fewer than 200 pupils Heads are likely to be given control of a substantial proportion of their school's running costs. The manifesto singled out Cambridgeshire for approval, where heads

THE QUEEN'S SPEECH

control 75 per cent of costs in secondary schools, and Solihull, where pilot schools control 90 per cent of the cost of the total school budget.

The Cambridge experiment provides an indication of the problems in store for those who have to draw up an equitable formula for dividing up an education authority's spending. In the first pilot scheme, schools received the amount the authority estimated had been spent in the past – those generously provided for continued to have an advantage.

When it became difficult to explain why some schools got more than others, education officials plumped for a simple formula that gave schools money according to the number of pupils, weighted for age (older pupils tend to be in smaller classes).

That formula will be changed for 1988 because of complaints from heads. The money will now be allocated on a formula based on the number of teachers in posts. Solihull also bases its budget on teaching numbers.

About 40 local authorities have experimented with giving heads control over budgets, but have tended to give them the amount they had in the past.

The various pilot projects have shown that heads get better value for money in paying heating and repair bills, and most report greater job satisfaction from holding the purse strings. Teachers' wages account for almost 70 per cent of school running costs – which does not leave much for switching around resources. Enthusiasts for local management, such as Mr David Hill, the co-ordinator in Cambridge, says a secondary school can have as much as £20,000 a year to move from one area of spending to another.

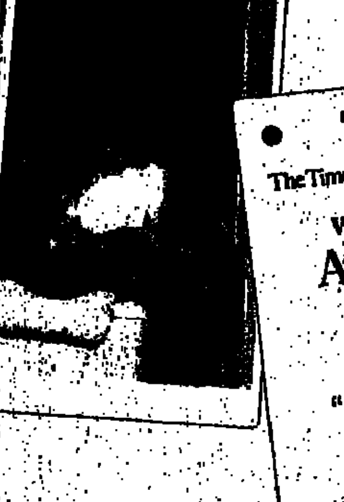
There has been little evaluation of whether greater financial control adds to the quality of classroom education. An inspection of a primary school in Cambridge reported that while local budgeting had brought benefits, "should it be decided to extend the scheme to other primary schools we should have considerable concern about the presssures on headteachers, particularly less experienced heads or those with substantial class or teaching responsibilities".

Because most of the pilots have been in volunteer schools, it is not clear what will happen when unwilling heads are forced to take over budgets. Sir Roy Harding, general secretary of the Society of Education Officers, says his members are concerned that promotion may take more account of financial skills than educational ability.

Geraldine Hackett

DATES FOR YOUR DIARY – THE EDINBURGH BOOK FESTIVAL 1987

The Times Educational Supplement Scotland
FRIDAY AUGUST 21
"MAKING READING MATTER"
A seminar on children's reading 8.30 in the Main Lecture Theatre



TLS The Times Literary Supplement
WEDNESDAY AUGUST 12
"Literature and Reviewing in the 1980s"
A Lecture by J. Treglown, Editor, TLS
6.30 in The Studio Theatre.

"...chapter headings read like old friends..."
"a lively miniature picaresque..."
"...achieve a ...n which they" ...oversimplify"
"Sometimes ...cores a hit"
...les roses a... allusions"
...this book ...nknown ...elming"

Tickets for both events (including admission to the Book Festival) will be £2.00 and are available in advance from the Edinburgh Book Festival, the Festival Fringe Office and The Times Educational Supplement Scotland, 37 George Street, Edinburgh EH2 2HN.

OVERSEAS

Creationists lose battle but keep faith

UNITED STATES

Bill Norris on the Supreme Court's 'Scopes II' decision

In the most severe reverse yet suffered by religious fundamentalists who want to inject their brand of Christianity into American schools, the United States Supreme Court has struck down a Louisiana state law which required state school teachers to give equal time to "creation science" when teaching the theory of evolution.

The law, passed in 1981, was declared unconstitutional by a 7–2 majority of the justices. Only Chief Justice William Rehnquist and Justice Anonin Scalia – both ultra-conservative appointees of the Reagan Administration – supported the teaching of creationism.

Writing for the majority, Justice William Brennan described Louisiana's claim that the act served a secular purpose as "a sham".

"The pre-eminent purpose of the Louisiana legislature," he said, "was clearly to advance the religious viewpoint that a supernatural being created mankind . . . the act violates the establishment clause of the First Amendment because it seeks to employ the symbolic and financial support of government to achieve a religious purpose."

Justice Brennan rejected the argument that the fundamentalists were trying to preserve academic freedom. "The goal of providing a more comprehensive science curriculum," he said, "is not furthered either by outlawing the teaching of evolution or by requiring the teaching of creation science.

"The Louisiana law does not serve to protect academic freedom, but has the distinctly different purpose of discrediting evolution by requiring it to be counterbalanced at every turn with the teaching of creation science. The goal of basic fairness is hardly furthered by the act's discriminatory preference for the teaching of creation science and against the teaching of evolution."

Disagreeing, Justice Scalia said Louisiana legislators had come to the conclusion that "the evidence for evolution is far less compelling than we have been led to believe", and that "teachers have been brainwashed by an entrenched scientific establishment". He agreed with their contention that the law was intended to foster the academic freedom of schoolchildren.

The fact that religious feeling had helped to propel the law, claimed Justice Scalia, did not make it unconstitutional. "Political activism by the religiously motivated is part of our heritage," he added. He could find "no justification" for the majority ruling.

The Supreme Court decision, and especially the overwhelming majority, is a setback to fundamentalists in at least a dozen states who have been pressing for similar legislation. It also bodes ill for their chances of sustaining the recent Alabama court ruling, which barred some 44 textbooks on the ground that they promoted "secular humanism". That case is now before the 11th US Circuit Court of Appeals, and will probably reach the Supreme Court next year.

Nevertheless, there is no sign that they are about to give up. Mr Wendell Bird, chief counsel for the creationists in the Louisiana case, claimed this week that 86 per cent of the public favoured laws promoting "balanced treatment" of the two theories.

"Eighty-six per cent of the public can't be stopped in the long run," he said, "especially given the age of the justices, with four in the majority over 75 years old. You can't stop anything so broadly supported, only delay it."

The ruling is seen in liberal quarters as an important check on attempts by the extreme Right to move its dogma into the classroom. More immediately, it is likely to have a radical effect on the content of science textbooks.

For years, publishers seeking a national market have nervously avoided evolution and other controversial topics. Now, according to Mr Herbert Adams, president of Laidlaw Educational Publishers, all that will change.

"It takes the pressure off those publishers who were concerned about the controversy," he said. "Some were holding out to see how the court would rule. Now the road is clear, and the controversy is clear, and most books will go heavily into evolution, which is a good thing."

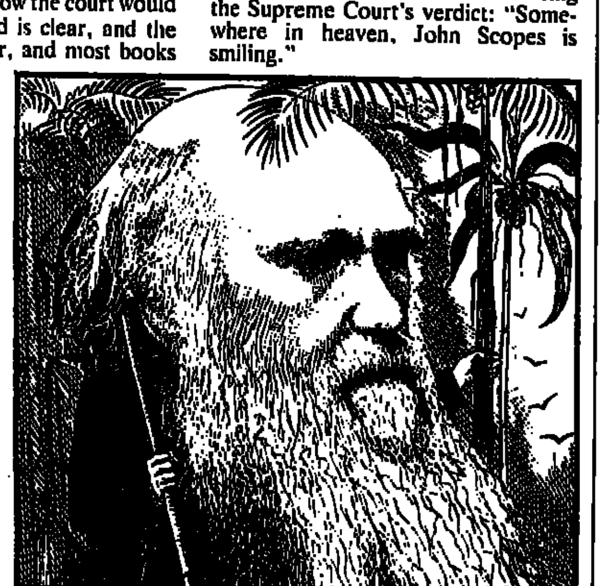
Initial reactions from the education community have unanimously praised the Supreme Court decision. If the court had not struck down the Louisiana law, said Ms Gwen Gregory, counsel for the National School Boards Association, "it would have made it very difficult to keep other religious groups from trying to instill religion in the classroom".

Thoughout its passage through the courts, the Louisiana case has been compared to the famous "monkey trial" of 1925, in which Tennessee teacher John Scopes was convicted and fined $100 for teaching the theory of evolution. The Tennessee act banning such teaching was not repealed until 1967.

Scopes, who had deliberately challenged the law with the support of the American Civil Liberties Union, never got as far as the Supreme Court. His conviction was overturned on a technicality.

Mr Ira Glass, current executive director of the ACLU, said on hearing the Supreme Court's verdict: "Somewhere in heaven, John Scopes is smiling."





Opposing views: the Creation and Darwin's theory of evolution

Teachers refuse to be flushed out over drugs

State school teachers in New York have won a unanimous decision in the State Court of Appeals against mandatory drug testing as a pre-requisite for obtaining tenure. The ruling is being hailed by teacher unions as a warning to other states not to impose similar measures.

The case had been brought by teachers in the Patchogue-Medford school district on Long Island, protesting that their district superintendent's demand that they should produce urine samples was a violation of their constitutional right to privacy. They had already won the day in two lower court hearings, but by the time the case reached the state's highest court, the US Justice Department had stepped in to support the idea of mandatory testing.

Attorney General Edwin Meese filed a brief in which he claimed that a person could not expect privacy with respect to urine, because it was a waste product periodically eliminated from the body.

New York Chief Judge Sol Wachtler disagreed. "The act of discharging urine," he said, "is a private, indeed intimate one, and the product may contain revealing information concerning an individual's personal life and habits for those capable of analysing it. Requiring a person to urinate in the presence of a government official or agent, as is sometimes required in these cases, is at least as intrusive as a strip search."

Besides, added Judge Wachtler, although drug use was growing among students, there was no evidence to show that it was a problem among teachers in the Long Island district, or anywhere else.

The Justice Department had contended that the tests were permissible because freedom from drug use was a reasonable condition of employment for teachers. "From the standpoint of the nation's future," said the brief, "teachers hold one of the most important jobs in our society, and the need to keep that job free of drug use could not be greater."

But Judge Wachtler ruled that testing was only permissible if the authorities had reason to suspect that an individual teacher was using illegal drugs.

The case may go to the US Supreme Court, which has yet to rule on the mandatory drug testing issue. The New York court, however, has a national reputation, and its decision is likely to deter school districts across the country from random testing of teachers.

Ironically, the verdict supports Education Secretary Mr William Bennett, whose opposition to mandatory testing has been one of his very few points of disagreement with President Reagan. But the smile was wiped from his face last week when he faced a congressional panel on the issue of drugs in American schools.

Capitol Hill is rapidly becoming a torture chamber for Mr Bennett. This time he was being grilled over his proposal to halve funding for drug education in American schools in 1988.

The hearing, before the house select narcotics abuse and control committee, came at a moment when a new study by the University of Michigan had just revealed that some 60 per cent of American high school seniors have used illicit drugs.

Last year, when the subject was a hot topic during the congressional elections, the Reagan Administration proposed spending $200 million (£120 million) on drug education in the schools. Now that has been scaled down to $100 million, and the Administration line is that children should "just say no" to drugs.

Mr Bennett was accused by Democratic Congressman Frank Guarini of "going to a five-alarm fire with a water pistol". "Smaller and smaller resources," said Representative Guarini, "are going to fight a problem that is growing in outrageous proportions".

Another Democrat, Mr James Scheuer, described the proposal as a direct reflection of Mr Bennett's lack of leadership. "Simply to slash the budget," he said, "is a gross failure of leadership, a gross failure of understanding, and a gross failure of concern about drug abuse among our children. If we're ever going to make a dent in this problem, we have to change student behaviour".

Visibly annoyed, Mr Bennett snapped back: "There is a hell of a lot more to leadership than standing up and asking to spend other people's money".

The Secretary claimed to have done his bit, with the publication last year of a booklet entitled *What works: schools without drugs*. He modestly described this as "the best publication in the history of the Federal Government".

The committee pointed out it had been distributed to fewer than 4 per cent of the parents of America's 40 million pupils.

Bill Norris

Travel

NEW '88 SUMMER BROCHURE OUT NOW FOR
ACTIVITY HOLIDAYS IN EUROPE
CENTRES IN
● COSTA BRAVA
● VENETIAN RIVIERA
● BRITTANY
● THE FRENCH ALPS
✱ WINDSURFING
✱ CANOEING
WATERBOARDING
✱ SAILING
✱ CYCLING
✱ HORSE RIDING
✱ SNORKELLING
✱ MOUNTAINEERING
FULLY INCLUSIVE HOLIDAYS AVAILABLE FROM
The Specialist in Quality Group Activities in Europe
impact SCHOOLS & GROUPS
14 LOWTHER STREET
CARLISLE
CUMBRIA CA3 8DA
PROMOTIONAL VIDEOS AVAILABLE
Telephone: (0228) 401841

Getting to know Europe

Senior educationists from the 12 EEC countries have appealed to education ministers to help promote a European dimension into the school curriculum.

Some 80 delegates from the civil service, the inspectorate and organizations specializing in European education met in Maastricht, the Netherlands, last month to discuss ways of improving pupils and teachers' knowledge of Europe.

After two days of talks, they recommended that:

- ☐ Each member state should set up a committee to co-ordinate activities to promote the European perspective;
- ☐ The Council of Ministers should adopt a resolution to promote this idea;
- ☐ European clubs for pupils and student exchanges should be established;
- ☐ A central network for information and assessment should be set up by the commission.

The delegates also made a number of detailed suggestions for improvements in teacher training and in teaching materials.

A succession of high-powered speakers addressed the conference in quick-fire order during the first morning. They included: Mr Daniel Coens and Mr A Duquesne, the Belgian Ministers of Education; Mrs Jessica Larive, a Dutch MEP; Mr Wim Deetman, the Dutch education minister, and Mr Hywel Jones, director of education and training at the commission.

Mr Jones promised that the commission would be listening to the recommendations made by the conference and a working party would be formed in the autumn to work on ways of complementing them.

But Mrs Larive wanted to go further: she called for a directive from the commission to introduce the European dimension into all compulsory education systems in the member states.

Since 1976, the Council of Ministers had made an impressive number of resolutions, she said. "If they were wrapped in surplus butter parcels, they would span the earth. Nothing became of them; they were hidden in the bottom drawer." Directives which could be tested in the European courts were the only answer.

Both she and Mr Jones emphasized the importance of motivating children and teachers to learn more about Europe.

Young people will not be motivated unless they have direct experience of another country, he said. Exchanges were the key to building friendships: that was the idea of a new commission programme, YES for Europe. Some 30 million ECUs – about half an ECU (30 pence) for every young person under 25 in the community – would be spent over three years once the project got underway in the next few months.

Erasmus, which will help students study in different higher education institutions in the EEC, was recently adopted by the European education ministers.

The degree of ignorance among teachers made life unbearable for Euro-MPs, Mrs Larive claimed. "Do we do anything other than create butter mountains, they ask us in Strasbourg."

Several speakers stressed the vital role of language teaching. Mr Jones said priority should be given to ensure that student teachers spent some time abroad during their initial training and grants should be given to serving teachers for refresher courses in the appropriate country. Mr Wim Deetman said: "This is an issue which lies at the very heart of the community, for language is the mirror of culture."

In common with the other speakers, he did not favour a centrally determined European curriculum as it was opposed to his belief in the fundamental right to freedom of organisation in education.

The conference followed the decision by the Council of Ministers in June 1985 to enhance a European dimension in education.

Diane Spencer

OVERSEAS

Student leaders pledge a summer of discontent

SOUTH KOREA

Geoffrey Parkins reports on the escalating anti-Government riots in Seoul

The South Korean capital of Seoul was turned into a battlefield last week as anti-government riots involving tens of thousands of students continued into their second week, and reached their most violent level so far. Campuses and other cities around the country were also affected.

In the centre of the capital, thousands of students charged riot-police, hurling fire bombs and rocks. On several occasions, hundreds of outnumbered police were overwhelmed and taken prisoner, brutally beaten and spat on by students. The fighting that has spread back and forth across the city since June 10 was described as the "most savage" yet.

At one point, kneeling police begged the students to stop beating them as they were stripped of their tear gas guns, helmets and shields. Police huddled to the ground as frenzied students beat them with wooden clubs and threw stones at close range.

One police officer was killed and several injured as students literally ploughed into a police cordon with a stolen bus. One student activist, Lee Han Yal, lies brain-dead in the capital's Yonsei University hospital after being hit on the head by a tear gas cannister.

Hundreds of protesters and police were injured in the fighting, some seriously, and several students were quickly carried away after being struck by rifle-fired tear gas cannisters.

Later on the same day, the Government poured tens of thousands of riot police into the city, who swarmed through pursuing protesting students. A member of a Catholic church group, the Committee for Peace and Justice – which supports the student protests and was providing sanctuary to injured and exhausted students – said he had a list of more than 253 injured people, but the total was clearly much higher.

As public support for the student protests and their criticism of the Chun Government reportedly widened, Mr Roh Tae Woo, the president designate, opened the way for concessions to the students' demands by saying his party was in favour of direct presidential elections.

The demonstrations were sparked off on June 10 when President Chun Doo Hwan – who seized power by a military coup in 1980 – and his party officially placed Mr Roh in line to become the next president. The riots were further inflamed by growing bitter resentment among students and opposition parties over President Chun's decision to suspend all political debate about introducing direct democratic elections until after the 1988 Olympics. The games are to be staged in Seoul, but the event is becoming increasingly doubtful. After pressure from the United States, President Chun has met with the chief opposition leader, Mr Kim Dae Jung, but Mr Kim reported after the talks that Chun would not make any concessions.

The students are demanding the resignation of the Chun Government and the immediate introduction of a direct democratic voting system.

In an attempt to defuse the riots, the Government closed most universities early for the summer last week. However, student leaders have vowed to stage a summer-long "60 day campaign".

The students deny being manipulated by North Korea, but are clearly in many instances commmunist-inspired, rejecting both capitalism and any US influence. They are also indifferent to the quite amazing economic miracle that has occurred in South Korea over the past 20 years and the increased prosperity it has brought.

A massive upsurge in demonstrations is expected when Lee Han Yal dies. He is already being held up as a martyr, and as a symbol of police brutality and the evil of the repressive Chun regime.

President Chun and his Government would appear to have two options if any kind of order is to be restored: either to concede to certain student demands or to step up anti-riot operations (including the possible declaration of martial law), the latter of which is likely to intensify feelings in an already chaotic situation.



Outnumbered: Seoul riot police surround a student activist after demonstrators earlier overwhelmed fellow officers

An unofficial open and shut case of divided loyalties

FIJI

Llyn Richards on how schools have fared since the coup

On May 14, the Fijian army took over the country. There were no orders to, but schools closed and everyone went home.

Over the next few days some teachers and a few pupils turned up, but, in general, education stopped. It was not fear of the army, which has been reasonably pacific, but shock and uncertainty – would there be buses at the end of the day? Would there be riots? What would happen next?

Now, six weeks since the coup, most schools in the towns around the capital, Suva, are functioning again. The International School has been hardest hit, losing two-thirds of its pupils as businessmen and diplomats sent their wives and children hurriedly home.

In outlying areas, for example on Vanua Levu, the second main island, there is much more disruption. Rumours abound and cause sudden closures – for example, Suva parents are going to keep their children home on Thursday, the day the deposed Prime Minister, Dr Timoci Bavadra comes home from London.

One hundred and ten years before the coup, to the day, the first 2,000 indentured labourers from Madras arrived in Fiji to grow sugar. The British thought they had solved several problems: getting unused land producing, keeping the Fijian chiefs happy, and even helping some ultra-poor Indians – while making a lot of money for themselves, of course.

The Indians were freed from the indenture system in 1916, but a complex constitution keeps them virtually landless.

They have taken to business and finance, and education. They outnumber the Melanesian Fijians, and have kept their languages, dress and religions – and strong links with India.

The Fijians are not united either. They have a strongly feudal social system with three main confederations of chiefs which, with the Methodist church, act rather like Saxon kingdoms and the Roman church in medieval [illegible].

[illegible] the British left, they had managed to make education neither secular nor free nor compulsory. But it is well-nigh universal with three systems, government, church, and private, running side-by-side.

English is the official language and the language of instruction in secondary school, but each school is, in practice, either Fijian or Indian. The system is "exam crazy", with eight major examinations in the life of a school child. The Indians are eager for education and produce many more examination successes, more professionals, and more teachers than the Melanesian Fijians do.

The University of the South Pacific is in Fiji and is a co-operative effort by all the English-speaking island states. Most students come from their islands ill-prepared for university study and do a two-year preparatory course before degree courses begin. For Fijian students, there was a strict equal quota for Melanesians and Indians, but this was overridden by the alliance government, favouring native Fijians. Low morale, poor results and bad feeling followed. Certainly the military regard the university as a hot-bed of anti-Melanesian thinking.

It is, however, more a hot-bed for reform. University staff and students began FANG (the Fiji Anti-Nuclear Group) and the new Labour Party in 1985. They allied themselves to the almost totally Indian National Federation Party and won the April election.

The Labour Party supplied the Prime Minister and the Minister of Education, Mr Tupeni Baba, a university lecturer in education, both Fijians. It was a wise move. But not enough.

Rumours of the uncovering of large-scale corruption by the previous government began to circulate and many chiefs' mana was at stake. Street marches were organized and it is suspected the CIA gave help to the coup plotters who promised to allow nuclear ships back into port.

Will the coup survive? Face-saving twists and turns by the Governor-General, the only legal government in Fiji at the moment, have avoided the declaration of a republic which would leave the Queen and Commonwealth powerless to influence events. But every day the army spends money and it does not bring any in.

Hotel staff look at their empty rooms, tour operators have left for New Zealand, the airport stands nearly idle: half the country's income is gone. Dockers gaze out at empty ports and the sugar growers refuse to harvest their crop – that's the other half.

Teachers and lecturers wonder how soon it will be before their proprietor, onboard, or department says: "Sorry, the fees have stopped coming in, there is no pay." It cannot be long.



London spotlight: deposed Prime Minister Dr Timoci Bavadra

Illiteracy programme heads Denmark's agenda

EEC

Belgium handed over the presidency of the European Community's Council of Ministers to Denmark on July 1, its educational record during its six-month tenure distinguished by the adoption of the student mobility scheme, Erasmus, and progress in other areas including ministerial approval of a programme to help the handicapped at school.

Denmark has inherited an education and social affairs agenda that includes the youth exchange schemes, Yes for Europe – which, if ministers responsible for youth affairs accept, will enable 80,000 young people to visit other member states in its first three years – and several continuing programmes.

These include teacher training, the introduction of a European dimension to school curricula and improved teaching of foreign languages.

The Danes are expected to take an interest in the commission's programme on illiteracy – a major conference on the subject will take place in Athens in September – and to widen its scope by starting investigations into connections between illiteracy and school drop-outs and "losers".

Meanwhile, following the adoption of Erasmus in May by the Council of Education Ministers, the first meeting of its new committee is scheduled for the end of July. The first stage of the scheme will be to develop a network of up to 3,000 higher education institutions throughout the Twelve, to enable about 25,000 undergraduates from the European Community to study on Erasmus grants in other member states during the first three years.

Jane Marshall

SKIING IS BELIEVING
2 free inspection places for a full week in your chosen resort over Christmas are available for those who book their skiing party on one of our special late clearance departures.
Phone now for details. Don't miss this superb offer. First come, first served.
HOTLINE
0293 517566
Europe House, East Park, Crawley, W. Sussex RH10 6AS.
Telex 87374.
SCHOOL PILIAN Travel

LETTERS

All maths roads should lead to ROMA


Maths solution: records of achievement can help to increase pupils' confidence

Sir – Graham Tayar's article "Building confidence" (*TES*, Mathematics Extra, May 8) on the Record of Mathematical Achievement (ROMA) has inspired this response from me. I would like to clarify some of the reasons why this record of achievement can have credibility with employers and teachers.

As an employer, I have frequently been inundated with literature and invitations to lectures describing new educational initiatives. In spite of these, the stereotyped image of work in school, the value of various certifications and meanings of examination grades remained with me.

My re-education began when I became personally involved in the work of LAMP – the DES Low Attainers Mathematics Project – based at West Sussex Institute of Higher Education. It is the work of this project over the past four years and its continuing support which has given rise to ROMA.

Getting involved with LAMP has meant actually working with teachers, parents and pupils on problems which are common to all and on mathematical activities. It was through this involvement that I realized that what I valued most in my employees was exactly what teachers were aiming to bring about in their classrooms. It has become increasingly clear to me that what is often demanded by employers and offered by examinations in terms of single grades is neither helping teachers nor the employers and in many cases hindering pupils' achievements.

The five areas of evidence required for the award of ROMA were described in Graham Tayar's article. These provide a much better basis for understanding and communicating pupils' achievement as they depend on teachers and employers establishing a common language. Certificates based on single grades or externally constructed profiles couched in technical and/or academic language often lead to scepticism and misinterpretation by teachers and employers.

The main reason for the choice of the five areas of evidence is that it enables pupils to learn mathematics in an atmosphere which allows them to develop their ability to think, communicate, make decisions, work on a sustained basis both individually and co-operatively. These are often the very qualities which employers look for and need to gain insight into before making appointments.

As a governor of a local secondary school, I have had opportunities of observing pupils and working with teachers. This has made me more aware and confident in my own mathematical interest and ability which has been undermined by past school experiences. As a keen windsurfer, I am now aware of how much mathematics I use.

I also find that the socially acceptable phenomenon, "I was never any good at maths" is only fuelling the belief that most people do not and cannot cope with mathematics. ROMA, seems to me, to have the potential of destroying this myth and increasing interest and confidence in mathematics of a great majority of pupils all round the country. This can, however, only work if supported by educational initiatives such as LAMP and RAMP which now involves 34 local education authorities in five regions.

The BBC and the Southern Examining Group are working in conjunction with West Sussex Institute of Higher Education, Mathematics Centre, to develop case studies and other useful material to support the effective implementation of ROMA in schools.

Finally, it is important to remember that both teacher groups and teacher/employer groups need to meet and improve communication and the quality of the course certificated by ROMA.

J P WALPOLE
General manager
Chatsworth Hotel
Worthing
West Sussex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Courses

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
Education Management Unit

Autumn & Spring Programmes now available include:

- **Development Management in Secondary Schools** 20 days full-time, October–December, a few places only
- **Developing Management for Community Education** 20 days full-time, new joint programme with CEDC, offered twice (Autumn & Spring starts)
- **Management Development for Schools & Services** 30/50 days full-time, training trainers and project elements
- These programmes are free-standing, but also offered as practical professional credit modules towards award-bearing courses.

Full particulars of these and a wide range of shorter programmes are now available from LEAs or direct from the Education Management Unit, 55 Gordon Square, London WC1H 0NU: telephone 01-631 1161.
(2128)

NORTH STAFFORDSHIRE POLYTECHNIC
INSET COURSES IN PHYSICS
* 1 year full-time retraining course for teachers qualified in non-science subjects. Leads to the award of a Polytechnic Diploma.
* 1 term full-time further training course for teachers of science subjects. Leads to the award of a Polytechnic Certificate.

Both these D.E.S. approved courses aim to produce teachers capable of teaching Physics up to GCSE level.
Parts of these courses may be offered in the form of Open/Distance Learning Units.
For further information, please contact:
Head of Department of Physics, North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE.
Tel: (0782) 744531.

CAMBRIDGE INSTITUTE OF EDUCATION
EVALUATION AND SCHOOL IMPROVEMENT
25–27 September 1987
A residential conference for senior staff wishing to explore current practice in these related areas.
Full details from Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. Tel: 0223 69631.
(2108)

CAMBRIDGE INSTITUTE OF EDUCATION
FOCUSED ATTACHMENTS
for senior staff concerned with
THE MANAGEMENT OF CHANGE
and
STAFF DEVELOPMENT AND SPECIAL EDUCATIONAL NEEDS
to be offered in Cambridge, Summer Term 1988, designed to support senior staff in carrying through a major development project or policy review in their LEA. Release would be required for 3 'one-week' blocks.
Further details and application forms Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. Tel: 0223 69631

TO PLACE YOUR COURSES ADVERTISING PLEASE CONTACT JOHN LADBROOK ON 01-253 3000 EXT. 221

Wisdom of the past

Sir – Your Comment item (*TES*, June 12) contained probably the first-ever claim that O level had failed the statutory age range throughout the post-war period. The report of the Secondary School Examinations Council, 1947, explained GCE in perfectly simple terms. Over the years it seemed that few had read this report.

Clearly, O level was misunderstood by many at all levels of the service, but for good measure it has been misused by secondary modern and comprehensive schools, and abused by grammar schools. The result is that this misunderstanding and misuse is an important part of the huge tail which has been wagging the impoverished dog at the chalk face.

Little of what has been instigated by Sir Keith Joseph, Lord Young and Kenneth Baker is new in the light of this report, and the tragedy is that immense sums of public money are being spent on these supposedly new approaches. If there is any blame, much of it has to be attached to the successive post-war governments of the two major political parties whose main aim seemed to be comprehensive or selective, rather than all-embracing secondary schools. The acrimony still remains.

Many of the above accusations could be proved but unfortunately at too great an expense. At no cost at all, and in defence against any who may protest at my views, I can only declare that during 30 years of headship most colleagues knew of this report and worked hard to follow its philosophy. Perhaps my best defence is two brief quotations from it:

"Furthermore, for a pupil who is clearly fitted for 'Advanced' work . . . and who is likely to stay long enough at school, sitting some of the 'Ordinary' papers would be profitless."

"Every pupil on leaving a secondary school should be provided with a comprehensive school report containing the fullest possible positive information about him and his abilities and potentialities."

C W J COCKS
Headmaster
Holmfirth High School (1959–1983)

Valuable rights

Sir – Mary Follain reports (June 5) that human rights are to be included in the French core curriculum. I applaud this and only hope that the DES will follow suit.

The French are aware that human rights are fundamental values in a multicultural society. They unite people in a way that religious values can no longer do. They are about a balance between equality and freedom, about individual dignity and responsibility. They are the values of the democratic Right and the democratic Left. For this reason, the right-wing French Government has included them in the curriculum.

Human rights are also, historically, a values system initiated to prevent the recurrence of the European racist regimes of the 1930s and 1940s. Since racism has not disappeared from Europe, and certainly not from Britain, it is still vitally important for young people, especially, to learn about and accept human rights as basic values. The Committee of Ministers of the Council of Europe made a recommendation to this effect in 1985.

There is now a network which aims to get the European recommendation implemented in the UK. Details from: British Institute of Human Rights, Kings College, Strand, London WC2R 2LS.

HUGH STARKEY
Course leader for French
Westminster College
North Hinksey, Oxford

Penguin pecks

Sir – I am grateful to Michael De-la-Noy for his friendly review of my Penguin book *Sylvia and Christabel Pankhurst* (*TES*, June 12) and I am amused by his description of it as "a tantalizing taste for lazy readers". But does he not himself qualify for that epithet? He castigates me for having "unaccountably" failed to name the Home Secretary who defended in the House of Commons the horrific forcible feeding of the suffragettes.

The Home Secretary was, of course, Herbert Gladstone, as I point out on page 72.

Perhaps there are more "lazy readers" than Mr De-la-Noy realizes.

BARBARA CASTLE, MEP
Ibstone
High Wycombe, Bucks

Papua no guinea

Sir – I am writing to alert teachers intending to come out to Papua New Guinea of the deteriorating situation with regard of repayment of school fees by the Government. Contract officers are entitled to reimbursement of school fees for their children but the process takes so long – two months and still no repayment in my case – that anyone in coming out here, needs to have approximately £500 for each child for each term's fees at international schools.

The Overseas Staffing Association, which is supposed to protect the interests of expatriate staff, can extract no guarantee that the situation will improve, with the likely result that my children may not be allowed to continue their schooling next term.

CLIVE BOOTHAM
Headmaster
Lae privincial high school
PO Box 792
Lae
Papua New Guinea

Head support

Sir – I should like to offer a different perspective on the headteacher's support group described in "Together we stand" (*TES*, June 19). I am a teacher visited twice by these pairs of critical friends.

I found these visits by headteachers beginning to negate collegiality between our head and staff. We expressed anxiety about their visits, but despite our sense of threat, our voice was ignored. My questions were not as reported in the article "What did they think?" but rather – "Why are they here? Can I talk to them (when I am not trying to manage my class)? Can we, together with them, as a staff, discuss the issues they may be raising? Who are they here to help, criticize or even judge?"

I welcome critical friendships, but if it is the head's leadership role which is being criticized, why were we never asked about our perceptions of it? I felt it was we the teachers who were being judged, not the effectiveness of the head.

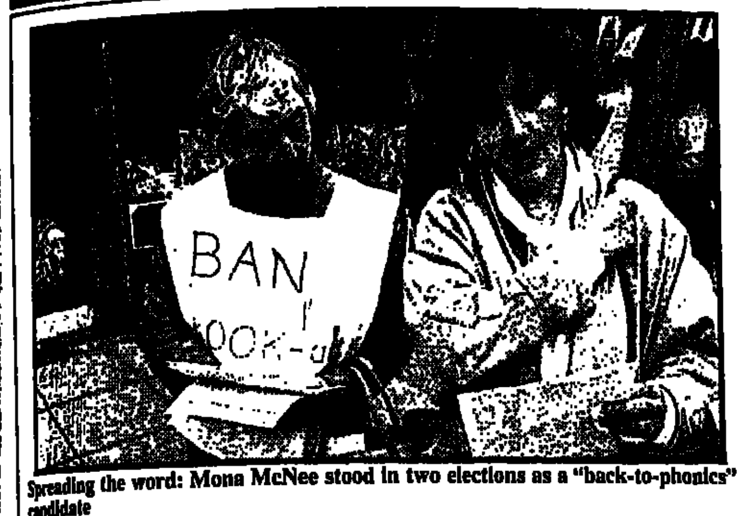


If I had been asked about the productive use of time, I would have pointed out that change and development within the school might well have been generated had we, the collegiate members, been given the luxury of a whole day to look round, and take stock of our own institution.

I despair at the lack of mention of the teachers in this article. There is, however, one paragraph I would wholeheartedly echo: "The head-teacher can only justify time spent in the group if there are observable benefits to their school." Come on the heads – let's have some sound action research – come and ask us – your staff – what these observable benefits are. I am here, ready to talk to you.

MARILYN LONG
Linton Heights junior school
Wheatsheaf Way
Linton
Cambs

LETTERS



Spreading the word: Mona McNee stood in two elections as a "back-to-phonics" candidate

Pronounced benefit

Sir – I was interested to read your article about Mona McNee's work on trying to resurrect interest in the use of phonics as the principal method of teaching reading to young children (*TES*, June 5). I successfully taught my own child to read when she was four in 26 days (one day for each letter of the alphabet), and I am convinced this must be the most sensible and quick method available. The present widespread illiteracy and the difficulties which so many children experience must be connected, not with a national decline in innate intelligence, but with the use of unsuitable "look-and-say" methods. These make the mastering of reading seem to the child like a mysterious and hazardous enterprise, rather than a logical activity to which their teacher is giving them, systematically a phonic key.

I suspect that not many teachers have managed with "look-and-say" to have a child literate in three weeks. In the interests of national literacy, could you therefore print more articles about phonic methods. Why were they virtually abandoned, for instance? Was it because they did not work – or was it because they did not fit in with the ethos of learning through playful discovery, which was supposed to bring joy to children's learning?

Whatever the reason, it is surely now time to re-open the phonics debate, and perhaps help teachers to investigate methods of making teaching by phonics as attractive as the ineffective methods which are now so widely in use. I hope that you will contribute to this.

C P HALL
45 Ramsay Road
Headington
Oxford

No Druidic cloak thrown around media studies

Sir – Probably the best advice to offer Robin Buss in his struggle with the language of media theorists (*TES*, June 19), is to suggest that he takes GCSE media studies. In the courses he loftily dismisses he will find many of the key terms of media studies – genre, stereotyping, institution, representation – examined and used in language which (even?) he can understand. GCSE syllabuses are, mostly, drawn up by teachers and are accessible to them and their students so far as we can tell at this early stage. Furthermore, to take up David Lusted's point, they do not rely exclusively upon print-dominated forms but can include substantial practical work in video and sound recording.

Alternatively, he could read books like Len Masterman's *Teaching about Television* and *Teaching Media Studies*, Mike Clarke's *Teaching Popular Television*, and Alvarado, Gutch and Wollen's *Learning the Media*; or, better still give a whole page to discussing these publications intended for teachers, rather than passing brief comment upon them.

But was he *really* criticizing "media studies jargon" as your Review front page tells us? Buss doesn't distinguish between communication studies, cultural studies or media studies; he simply wants to say something rude, though his technique of eclectic selection and selective quotation gives the game away.

Meanwhile, while the lit crit mandarins of *The TES* snipe at what they see as druids in other disciplines, those of us teaching and learning about the media will have to look elsewhere than the Review pages for intelligent and informed comments about a rapidly expanding field.

When's TV and Video Extra next in *The TES*? *(November 13 – Editor)*

PHILIP SIMPSON
Head of education
British Film Institute
81 Dean Street
London W1

Jaundiced picture

Sir – Robin Buss's review of recent literature in media studies (*TES*, June 19) is a disappointing mish-mash of selective quotations accompanied by a laboured and tendentious commentary which replays, with a now familiar tedium, many clichés of a certain anti-media education animus. Your own high-handed headline contemptuously compounds the prejudice.

Mr Buss's jaundiced picture of this rapidly expanding field would, I am confident, have simply puzzled delegates at our recent inaugural conference, *Towards a National Framework for Media Education: The Role of INSET*. This is not only because they were tackling larger and more urgent issues than those which exercise your reviewer, but because, unlike him, they were committed to opening up, rather than closing down, discussion in this vital area.

We would obviously dispute the bland authority of Mr Buss's assertion that his quotations represent the "norm". Why, we wonder, has he virtually nothing at all to say about the *content* of the (very different) works on whose vocabulary and copy-editing he expends such exaggerated concern?

We urge you to adopt, as befits your imprint and your readership, a less amateur approach – one which is more informed, more interesting and more original – to the tangible excitements of study, learning and research in the fields of media studies and media education.

PHILLIP DRUMMOND
Secretary
National Association of Teachers, Educators, and Advisers in Media Education
London WC1

Needed staff

Sir – The recent Education, Science and Arts Committee report on the workings of the special needs part of the 1981 Education Act points to the woeful lack of resources provided by central government to the local education authorities.

May I highlight just one aspect of the service which needs urgent attention. Educational psychologists are central to the "statementing" process for "special needs" children and to providing advice and support for their teachers. However, the Government last year changed the funding arrangements for the training of educational psychologists. For next year, 1987/88, money will be available to train only 95 such staff. Worse, the funding through individual LEAs is inappropriate. By June 1, when next year's trainees should have informed their employers, only 66 of those offered places had received funding.

The 1981 Act was seen by parents and professionals as a welcome measure to integrate "special needs" children into the mainstream educational system. Without the resources, the ideal is doomed to failure.

LEA PEARSON
President
The British Psychological Society
48 Princess Road East
Leicester

Time well spent

Sir – ". . . maybe the Select Committee wouldn't have spread its precious time so luxuriously over the two-year inquiry into primary education . . ." (Comment, *TES*, June 19).

It is disappointing to find *The TES* subscribing to the view that the study by the Select Committee into primary education is a self-indulgent operation. While not wishing to minimize the importance of special needs, I would suggest that for Parliament to become fully informed of the issues arising within primary schools is a necessity if we are to provide *all* children with a broad and balanced primary education.

As a primary teacher and a parent I am grateful for the time and effort the Select Committee put into their task. Primary education should be at the forefront of any educational debate.

ELIZABETH CHAPMAN
Class teacher
Papworth Everard community primary school
Cambridgeshire

Needless meetings

Sir – There has been much publicity recently concerning the poor attendances at parents' annual meetings. The reason for such apathy is not difficult to identify in the primary sector. Parents at our school are probably typical in that they already have well-defined and well-used avenues of information about their school. The school has two parent-governors who are active and well known in the school community; they have run governor "surgeries" to allow parents a chance to pass on comments. Minutes of all governors' meetings are publicly displayed (by law), so if parents don't already know what is going on, they have only themselves to blame.

However, in addition to these facilities, the school has an active parent-teacher association which regularly discusses school policy and items of concern to parents. Both parent and teacher governors are members of the committee and report such concerns to every meeting of the governing body.

The need for a special parents' meeting to evaluate the work of the governors therefore just does not exist. The regrettable thing about such meetings is that they cost a great deal of money. Many authorities have had to take on extra staff to cope with this unnecessary bureaucracy; at a conservative estimate these meetings must cost about £100 per school.

Since Kenneth Baker is so committed to parental choice, perhaps he'll allow parents to cancel their annual non-meetings and spend the £100 on much-needed books.

H GALLEY
Bond primary school
Mitcham, Surrey



Water hazard

Sir – I would like to contribute one item of information to Eileen Bharall's research into "The quality of lunchtime" (*TES*, May, 22). Daily observation of the soggy cabbage, mushy peas and beans in tomato sauce has led me to conclude that "The quality of lunchtime is not strained".

ANN REYNOLDS
West Bridgford
Notts

S not a Z

Sir – I refer to "Musical machismo" by Gerald Haigh (*TES*, May 1).

May I point out that I was appointed as voice specialist to the Leicestershire education authority eight years ago, and have not at any time worked for Sheffield.

May I also add that my Christian name is spelt with an s.

ELISABETH HOLDEN
Voice specialist
Leicester School of Music
The Rowans
College Street
Leicester

Pressure point

Sir – It was good to see that the "old-fashioned" basic skills are not being overlooked in this age of technological education (*TES*, June 12). Good, legible, fluent handwriting continues to be a major asset.

In supporting Rosemary Sassoon's good work, may I suggest a simple test for a satisfactory pen grip?

A grip is inherently bad if the pressure on the forefinger, or other fingers, is such that its curvature becomes concave. It not only inhibits the movement of muscles and joints in the fingers but, more seriously, constrains the whole wrist and forearm.

As a simple test pick up any pen or pencil in a conventional thumb-and-two-fingers grip; with the forefinger convex the fingers and hand may be moved freely in all directions. But if too much pressure makes the forefinger concave, the wrist, elbow and even shoulder begin to lock in sympathy, limiting movement and creating stress.

I am convinced that excessive pressure is the single greatest impediment to effective handwriting and for most children it is, sadly, the first handwriting habit which is acquired.

MICHAEL J WILLIAMS
12 Dinham Crescent, Exeter

Kings and quarks

Sir – I read the piece "1945 and all that" by Dr Antony Seldon and Stephen Howarth (*TES*, May 29) with considerable interest. Although not a historian, I try continually in my teaching (whether to our science undergraduates or to postgraduates on our teacher-training course) to point up the historical dimension. Having lived through 1945 to date(!) I find I am compelled to fill in what to an 18-year-old (or even a postgraduate) seems aeons ago. (What little knowledge I have of earlier times is also introduced as appears appropriate.)

One of my colleagues, Dr Brian Easlea, (in our about-to-be-defunct science studies group at Sussex) gives an excellent lecture course to first-year science students on "principles and perspectives of science" covering 1914 to date. In the tutorials associated with the lectures, it is clear that the recent sixth-formers have little, if any, awareness of the general historical approach, nor initially any appreciation of a significancee or meaning of living through such a staggering period. They may comment that after studying the early Britons or Henry VIII for the "nth" time, they gave up on 'history'!


Sir Francis Crick: epoch-making discovery

Considerable efforts were made some 20 years ago to put science and technology into history courses and history into science and technology courses. I would hope that the Institute of Contemporary British History would not neglect these issues in its post-1945 thinking. This is especially the case if, as we seem to be, we are at a stage when the efforts, again initiated in the last 20 years to "broaden", "integrate", curriculum areas / disciplines / discourses / meanings for a proper education are achieving delayed but desirable results.

MICHAEL BROWN
Reader in Education and Science Studies
University of Sussex
Brighton

THANK YOU MR FIDDES.



"Northampton School for Boys have always been very satisfied with Schoolplan's services. The Area Travel Adviser and office staff have always been most co-operative and helpful.
In recent years we have travelled with Schoolplan to Ouistreham, Grossgmain and Crans Montana, and are currently preparing to undertake a trip to Boppard next Easter.
Accommodation and food have always been of a high standard, and hotel staff most obliging.
Drivers have always been most helpful and friendly, and their intimate knowledge of the areas visited has ensured that the programme of excursions undertaken has been very informative and enjoyable.
All things considered, we are impressed with the value for money offered by Schoolplan."
Mr H. M. Fiddes, Head of German Department, Northampton School for Boys.

Ring for a brochure now.
HOTLINE 0293 517566
Europe House, East Park, Crawley, W. Sussex RH10 6AS.
SCHOOL PLAN Travel
ATOL 1960

TALKBACK

WHEN IN SINGAPORE

Honouring the tradition

Arthur Syred

Clive Linke ("Creativity battened down and shirts buttoned up", *TES*, May 29) seems to have been rather unfortunate in his experiences in Singapore. I recently returned from a four-year spell of teaching in that country and found things very different.

It is unfair to suggest that initiative is discouraged among Singaporean teachers, although it is true that a would-be innovator is expected to put up a strong case for any change that he wishes to introduce. The Chinese are very rational people and expect to be given good reasons for altering a procedure that seems to be functioning satisfactorily.

British education, on the contrary, often seems to be dominated by fads and fashions and our teachers tend to adopt them on the strength of somebody's enthusiasm rather than firm evidence or valid theory.

Consequently, when UK teachers move to another culture, they are sometimes dismayed to find that their recommendations, which they offer in the naive expectation that the latest fashions in English education will be automatically welcomed, are greeted with scepticism.

I found that it helped if one introduced changes quietly and inconspicuously in the particular classes that one taught, rather than making a big noise initially at departmental meetings. Here the rationality of the Chinese can be used to advantage.

I found it was quite easy to persuade the pupils to accept my unfamiliar methods if, at each step, I explained the practical reasons for what I was doing. If challenged by authority I simply explained that I had always taught that way – and, since the pupils were not complaining, authority never made a fuss.

I also disagree with your contributor's views on the subject of creativity. Singaporean headteachers are very competitive and there are lots of contests (poetry-writing competitions, for example) in which one can encourage one's pupils to take part. I never found any difficulty in obtaining a good response from my classes on such occasions.

Every pupil would write a poem, essay, story, or whatever was required. Usually the school would win at least one prize – and one thus managed to depart from the curriculum and obtain the principal's approval at the same time. The main thing is to avoid gushing about creativity and imagination to one's colleagues, and to concentrate instead on teaching one's pupils in the way that seems best. If the latter then do well in their examinations, the other teachers are quite likely to ask for hints on their own accord.

As regards teaching literature, Mr Linke is correct that the pupils do have an initial reluctance, for cultural reasons, to express their opinions readily in the classroom. But I found it possible to overcome this by asking them to write their views for homework and getting them to read them out in the next lesson. Whenever two pupils turned out to have expressed opposite views I would get them to argue about who was "right", inviting the others to join in.

Mr Linke's description of expatriate teachers becoming demoralized, through "just pouring out information in a silent classroom" gives a very unfair impression of the British teachers who work in Singapore. I know several of them quite well and can testify that they were far from the incompetent dullards that such a description implies.

He is right when he describes the atmosphere as hot and sultry, but when he goes on to say that "each day can seem like an eternity", he is not writing about anything remotely similar to what I, or any of the expatriate teachers that I know, ever experienced.

On his complaint about inhuman insistence on "conformity of behaviour", it is true that the children of Singapore are very well behaved. But this seemed to me to be much more the result of their excellent upbringing and stable home backgrounds, than the effect of oppressive school discipline. I attribute their courteous, tractable ways to the orderly and peaceful traditions that obtain in all Chinese societies.

Mr Linke's anecdote about a teacher being asked to do up the second button on his shirt needs similarly to be understood by reference to differences between British and Chinese culture. From the time of Confucius onwards teaching has been regarded as the most honourable of all professions in China, and a teacher is expected to uphold this tradition by being reasonably dignified at all times.

I myself had a clause in my contract specifying the exact length to which I was allowed to grow my hair. Far from mocking the Singaporean authorities for this "inhuman" demand, however, I found it rather endearing.

Part of the charm of working abroad is finding that customs and traditions are different from those at home.

There are many other things that one could say about Mr Linke's evident difficulty in adapting to the cultural characteristics of Singapore. For us it seems obvious that every human being has "rights". Even our teachers invoke them in order to justify going on strike.

In Singapore, however, a quite different ethos obtains. Instead of "rights" the Singaporeans (or those of Chinese origin, at least) think in terms of mutual responsibilities. As a means of guiding the young in the direction of unselfishness, public service, concern for the old and conscientious carrying out of professional duties, this kind of ethos has a great deal to commend it.



HEADTEACHERS

Moral authority undermined

Tony Mooney

Ten years ago, Her Majesty's Inspectors published the discussion document *Ten Good Schools*. It was intended to promote debate on the improvement of our secondary schools.

It analysed the common factors in ten exemplary secondary schools. All ten had a different ethos and climate but HMI were adamant that the most single important single factor in the success of these schools was the quality of leadership of the head.

The message could not have been clearer. Encourage our headteachers to develop confidence in expressing themselves creatively, sensitively, and compassionately, and we are well on the way to improving our schools. Yet, here we are a decade later, and Dr David Hargreaves, the Chief Inspector of Inner London Education Authority schools, is saying that the moral authority of the capital's headteachers has been undermined.

He says that some heads are: "isolated, stressed to the point of illness or severe depression, and intent on little more than keeping as many children in school for as much time as possible".

These observations will be endorsed by anyone with knowledge of our inner-city schools. So how, when the map had been so clearly marked by HMI, have we allowed headteachers to lose their sense of direction?

David Hargreaves blames the industrial unrest in schools but others believe the cause is much deeper-rooted as illustrated by the ever decreasing number of candidates for headships of city schools in recent years.

A distinctive feature of British schools throughout their history has been the freedom permitted to the head. In the Arnold tradition, the head has personified the values of the school and has been regarded as exercising some kind of wisdom and moral leadership. Many people, even today, still regard headteachers in this way.

In recent years, however, politicians, particularly at local level, have played an active role in trying to break down the traditional autonomy of the head. The Honeyford and McGoldrick affairs were much publicized examples of this trend as was the Poundswick case in which the Manchester education committee refused to uphold the expulsion of five boys for the daubing of crude and offensive graffiti on their school's walls.

It is the alleged lack of support in upholding discipline in schools in some inner-city areas which is playing a significant part in extinguishing the desire of many able teachers to become heads. All too many headteachers are able to relate their experiences of pupil exclusion hearings which have often gone on into the early hours of the morning. Even when pupils have been guilty of very serious offences in school, heads have had to explain their actions under severe cross-questioning from "defending" solicitors. It is a very brave head who will these days go to such a meeting without his or her own legal representative.

Another cause for concern for headteachers in some areas is their lack of influence on selection of staff. It seems obvious that the head who has no say in the selection of staff cannot hope to run the school as he or she wants.

Even with regard to the curriculum, headteachers are becoming increasingly uncertain about their position. On the one hand a national curriculum looks more and more likely, while on the other local education authorities are pushing their own curriculum initiatives in a prescriptive way.

The siege mentality of many secondary heads is becoming more acute. Legally speaking, they believe that ultimate responsibility for everything that goes on in their school lies with them. This belief is usually given credibility by the local articles of government for schools which invariably say "the internal organization, management and discipline of the school" is the responsibility of the headteacher. Increasingly the interpretation of these words is being challenged in the courts or some semi-judicial body set up by local councils.

Research has shown that managers who are given appreciable levels of autonomy by their superiors are more likely to adopt a more positive and encouraging approach to their subordinates. Such an approach by headteachers is needed if we are going to improve our schools. It is not unreasonable therefore to expect local education authorities to be prepared to grant schools a generous measure of institutional autonomy.

The old fashioned authoritarian headteacher is dead and buried. To attempt such a style in schools today would be undesirable, to say the least. But there is still a case for authority, provided this is sensitively applied to the central concern of learning. There is no place for the arbitrary and dogmatic use of authority.

The public still expects headteachers to bring idealism and moral leadership to their task. Unfortunately too many heads have developed a guilt-consciousness and doubt their capacity to lead. Too many teachers think that the moral authority of heads has been undermined to such an extent that they simply do not aspire to the position any more.

Kenneth Baker has already indicated that he has understood the depth of the problem. For the sake of all our children he needs to move quickly to support headteachers if he is genuinely committed to raising standards.

Tony Mooney is head of John Kelly Boys' School, in the London Borough of Brent.

Activity Centres

TVEI

EDUCATION FOR ENTERPRISE!

To find out more about this unique new residential course, contact:

Ashmeadow Centre
Arnside, Cumbria LA5 0AD
Tel (0524) 761710 (24 Hrs.) (1487)

CADARN TRAIL RIDING FARM

Riding and Pony Trekking courses in Brecon Beacons National Park.
TRAIL RIDING A SPECIALITY
Accommodation for up to 44 pupils.
Age 9-17. All standards of riders.
Weeks, mid-weeks, weekends.
BROCHURE – 04974 680.
(24 hr. answering service)
Cadarn Trail Riding Farm,
Velindre, Three Cocks,
BRECON, Powys. (1607)

APPLICATIONS

Inadequate selection tools

Chris Webster

It took most of the evening to complete the form and write the letter of application, because that was one of an increasing number of schools that set a special task by way of a letter of application. I actually had to think – not easy after a hard day at GCSE phase four Inset, but at least it will weed out the less serious applicants!

I sign off and slide the completed application into the envelope. It is only when I come to write the address that I realize that, despite the voluminous "further details" sent by the school, they have not thought it necessary to include their address. Yes, I know. I should be organized enough to have kept the original advertisement – after all, whoever heard of a disorganized deputy head.

Inadequate information of one kind or another is just one of the minor nuisances of applying for jobs. Another is the expensive business of SAEs. Nearly all schools expect an SAE when sending for forms, but some request as many as three: one for forms, one for an acknowledgement, and one for notification of the result.

Then there is the question of removal expenses – a very important matter if a promotion means moving into a new area. I always ask for information about removal expenses, but very few schools are able (or can be bothered) to supply the information.

When several requests for references produced not a single interview, my first thought was that my headteacher was letting me down – damning me with faint praise (or worse). A quick chat soon reassured me on this point, but I also learned that this experience is quite common.

The morbid reliance on other peoples' opinions in educational appointments seems to be increasing, whereas a friend, who recently landed a well-paid job in industry, was appointed "subject to satisfactory references". References were not taken up until *after* his provisional appointment.

My main worries about references are that their confidentiality is open to abuse, and that it is impossible to weigh one candidate's reference against another since they are not like GCSE coursework, moderated – or even criterion-referenced. They are subjective and idiosyncratic.

Candidates within the Inner London Education Authority have an "open testimonial" which is negotiated between a teacher and the head – a much fairer system. It is particularly ironic that at a time when we are exploring the possibilities of negotiated pupil profiles, that the same principles should not also apply to a teacher's references.

The final stage of the appointments procedure – the interview – is equally unsatisfactory. Not only are you expected to wait for a decision, and accept the job without time for reflection, the interview is totally inadequate as a selection tool, as is sometimes painfully obvious to both interviewer and interviewee.

What is needed is a selection procedure that takes a much broader look at each candidates ability. I recently experienced something of this kind at a London comprehensive school. Candidates were invited to attend the school for two days. The first day consisted of a tour of the school; observation of lessons; informal chats with members of staff; an "in-tray" exercise (we had to respond in writing to a number of management problems); and a role-play (we were asked to act as a management team and were given a problem to discuss).

The first three items gave us every opportunity to gauge whether we would fit into the school, if appointed. The last two enabled the interviewers to assess our response in a variety of situations. All of us went through to formal interviews on the second day.

I did not get the job, but I felt that I had been given every opportunity to show what I could do, and even felt that I had benefited from the experience.

It is ironic that while many l.e.a.s proudly claim to be equal opportunities employers, they perpetuate an old-fashioned, inefficient and unfair system of appointments. Reform of the present system should be an urgent priority: unions should place the issue high on their agendas, l.e.a.s should devise fairer guidelines and, in the meantime, heads should ensure that the existing procedures are used as fairly as possible.

Chris Webster is head of English at the Appleton School, South Benfleet, Essex.

FEATURES

Making the comprehensive system work

City Technology Colleges are supposed to raise the achievements of the disadvantaged in the inner cities. But to do this they will need popular support and a broader qualification than A level, says Dan Sharon, technical director of the Organisation for Rehabilitation through Training (ORT).

The new city technology colleges are designed to achieve two main goals: to raise the level of education of children in disadvantaged areas of inner cities and to introduce "excellence" in technology-related courses.

On the face of it, these are contradictory. The problem, essentially, is that children from disadvantaged backgrounds lag behind in their mastery of the "three Rs" and lack both the general experience and self-confidence to learn effectively. They tend to stick to their familar concrete kind of thinking, avoiding everything that is conceptual and therefore find it hard to cope with academic schooling.

In the past, the technically-orientated school was, in many countries, the solution for less academic pupils, preparing them for skilled work in industry. But today fewer such workers are needed and their training can no longer aim at developing merely manual skills.

Israel's educational system, faced with a series of similar dilemmas, also sought remedies in greater emphasis on technology in secondary education, though it was a process that was only partly planned.

The Israeli secondary vocational schools have expanded at a dramatic pace. During the past 30 years, overall enrolment has grown from 2,000 (20 per cent of all 10,000 secondary pupils) in 1948, to 95,000 in 1984 (out of a total of 158,000). So today, over 60 per cent of the overall secondary school student population attend one of the 369 technological schools.

But an Israeli vocational school is not a narrow, skill-based training centre. Most are fully-fledged secondary schools with learning standards that are in no way inferior to those of the academic schools.

This educational reform took place in Israel without any specific decision or recommendation for such a revolution. It seems that society in Israel was ready to change its academically orientated matriculation exams in favour of a more practical approach and to include technology courses as part of the official matriculation for the *majority* of students.

Matriculation in Israel has thus been released from the grip of the academics to become a general "multiversity" type of qualification, allowing for a variety of subjects and levels.

You have to look outside Israel's school to understand how and why this came about. Following independence, large waves of new immigrants from all over the world flooded the country, including people from Eastern countries, few of whom had the kind of background necessary for successful Western style schooling. Because of the severe economic problems with which the newly-born State was faced, a very substantial population of disadvantaged children had been formed, for whom the educational system at the time had no solution.

Many of these children had neither the language nor the cultural background and support at home necessary to enable them to cope with highly academic secondary education. The Israeli government had to find another solution and many vocational schools were formed with the attitude (although of course never officially admitted) that "If these children cannot make it with their heads, let them do it with their hands".

This situation might have continued but for several factors:

- The high value placed on education in the Jewish family, of whatever origin or social strata. (Something that is weaker in England and which calls for special attention).
- The change in technology over the years from a manually-based technology to a more conceptual and computer driven one.
- The strong driving force within the typical Jewish family for upward mobility.
- The availability of high quality educational resources, in particular in the technological field, which have become available to the schools during this period, mainly through the ORT network, which started its activities in Israel in 1949.
- The important body of educational research undertaken by scholars such as Frankenstein, Feuerstein and others, who were able to discern and define the learning needs of disadvantaged children.
- The policies which made social integration the number one priority of Israel's education.

Even at very early stages when vocational schooling in Israel was largely concerned with imparting mechanically-based skills, attention was also given to developing pupils in other ways. Slowly a curriculum emerged, in which nearly half the time was dedicated to vocational work in workshops and laboratories, and the other half to general education in science, mathematics, languages, humanities and theoretical vocational studies.



Practical and vocational studies provided the breakthrough required to rehabilitate low attainers in Israel

There are two important points to note here. The first is the development of a well-rounded curriculum – which later gave the vocational school a legitimate claim to award matriculation qualifications. The second is the treatment given to vocation – not merely a skill but a real profession, including all aspects of relevant theory and socialization into the world of work.

This approach was important within the school – it gave a *raison d'être* to courses such as mathematics and physics. But it was even more important after graduation. Not only were graduates better professionals, capable of upgrading and taking further courses when needed, but they were also proud and equal citizens.

It is perhaps at that point where ORT's contribution was of value to the system. ORT brought into the schools very high professional standards in terms of curriculum and equipment not too far from what one could see in industry. It also dealt with the training of trainers, both in Israel and abroad. Later on, ORT also introduced resource centres, dealing with the development of curricula and upgrading of teachers.

Whether it was a result of far-reaching vision, or perhaps because such new fields were more in line with traditional Jewish occupations, new streams teaching electronics were started in vocational schools in Israel as long ago as the early fifties. At that time, there were virtually no jobs in this field, yet there was no shortage of students. On the contrary, these courses were always highly regarded and overcrowded. The experience was repeated later, in the sixties, with computers.

The introduction of such sophisticated subjects created even more status and social acceptability for the vocational schools. In the past they had attracted mostly those who could not be admitted into an academic school. Now some of the vocational schools became a first option for students who were seeking a practical career.

This social acceptability, bringing into the schools groups of pupils of higher learning potential, permitted the schools to raise their level of studies to the degree that, in the early sixties, the vocational system was claiming the right to grant matriculation.

This was agreed in the late sixties and marks the second phase of development of the Israeli vocational system. Unlike Britain, where only a small minority of secondary school students continue their studies in university and where most parents and pupils do not regard further education as a priority, in Israel the fact that a pupil finishes school carrying an entry ticket to university is of utmost importance even if, in reality, this option will never materialize.

This step, then, marked the fact that society, in general, was ready to recognize vocational education as a legitimate: an education acceptable for your child and not only for your neighbours. Because of the very high priority given to scholarship and learning, this was not an easy step; and it only happened because the vocational schools could demonstrate that their graduates were not inferior in general academic subjects to those graduating in the academic system. It was this step that no doubt permitted the very fast growth of the system during the years that followed.

There was however a price to be paid. Matriculation meant the curriculum of the vocational school had to include more general and academic learning. This meant fewer periods dedicated to vocational subjects and abandoning the *fhach shule* which had begun the socialization of students into industry. The goal was no longer, necessarily, educating a professional for work; indeed, the student could just as well be a future lawyer, or an accountant.

From a vocational system, it now became a general system of secondary education, with a technologically-orientated curriculum. It meant cutting the technological component of the curriculum by half and Israel has subsequently had to establish complementary studies – one more year for technicians and two more years for practical engineers – to make up the loss.

To begin with, teachers were not equipped to deal with the various problems thrown up by this revolution and the dropout rates were significantly higher than those for the academic system which enjoyed a fairly homogenous intake of pupils. Several government committees even recommended that the vocational system be eliminated altogether.

It took a while before new theories were developed and methods established to deal with the disadvantaged learner. Perhaps the most important work was that of Karl Frankenstein who suggested that the disadvantaged type of thinking was not a cognitive handicap at all but rather an affective or emotional one. In order to start rehabilitating these concrete thinkers, one must restore their self-confidence.

Another important finding was that intelligence is a broader concept than previously understood. It therefore needs broader tools of measurement than those promoted by academic education. Feuerstein (see *TES*, May 22) was able to show how, using different assessment tools and specialized methods, he could educate and teach children at the lower end of the scale – the ones that were usually given up by the educational establishment as being unable or unwilling to learn.

These new assessment procedures were used by a system of supplementary schooling established jointly by the government, the universities and the schools. This parallel system provided treatment and support where and when necessary as well as support for parents and teachers.

In vocational education, it is possible to discern three levels of learning. The lowest can be defined as simple conditioning, in which one only aims at imparting certain manual dexterities. At the second level, which we might call training, one also tries to develop the learners' terminology and some basis understanding of why they are doing what they do.

It is the third level which I regard as real education, where the learners are gaining access to the theory of their field, enabling them full understanding. This kind of education also enables linkages to be made between different facets of learning – they may, for instance, connect mechanics to the theories of physics. These sort of links are essential to the development of creative thinking.

With a practical education involving little or no theory and concentrating on practical skills, we may successfully produce manual operatives, but we do not provide any basis for the development of their thinking. In fact, we encourage deprived thinking and create a human robot, which can stay active as only long as the programmes with which it was fed are relevant.

In many ways, technology provides us with an ideal form of learning embracing both practical experience and various levels of theory. It is not only an important *topic* in which to educate, but also a good *means* of education. The step-by-step approach of programmed technology is akin to the process of acquiring a new language. It has its own vocabulary, syntax and environment.

This should be remember when preparing the curriculum of the CTCs. The comprehensive school, while originating in Britain, became extremely successful in Israel when combined with vocational education. Vocational studies which have the theoretical and practical status of fully fledged disciplines played a central role in this success.

Indeed, technology is not only a worthwhile field in which to prepare the younger generation, as a part of their general education, but it is also a valuable means of developing the pupils' vertical and lateral thinking abilities, provided the right approaches are adopted. It can, if correctly implemented, play a role in the process of integration of children of lesser abilities into schooling and society.

The main stumbling black is no doubt the existing system. The Israeli experience shows that, when society was willing to pay the price, the qualifications required for matriculation changed from single academic one diverse collection of different subjects and levels. Part of that price involved distinct (if temporary) drop in the level of matriculation – a fact that is today causing a lot controversy.

Such fundamental changes cannot be brought about without full communal support. Many of the English hopes for comprehensive education failed to materialize because there was little agreement between what the schools set out to provide and the "grammar schools for all" the public expected.

In Britain, far fewer pupils continue into further a higher education than in Israel or countries like West Germany. Here, schooling is accepted at being finished for most at the age of 16. The 16-plus exam is effectively, the level of the general matriculation, while only a small minority go on to take A-level course aimed specificaly at university studies.

If the CTCs are to succeed, Britain may need to think of a broader and more versatile kind of matriculation at the age of 18 in place of that, which specifically prepares those lucky few for university.

FEATURES



French primary; 'dull, repetitive and harsh pedagogy' delivered from the front of the class to serried ranks of desks

French lessons

Before we rush into a national curriculum, perhaps we should ask why France is moving in the opposite direction, Patricia Broadfoot and Marilyn Osborn suggest

There is a superficial appeal in the notion of a centralized curriculum. Of course it makes sense to identify a range of common objectives that all teachers should be working towards; common objectives that parents would understand and thus be better placed to support schools in what they are trying to achieve.

Equally, it is iniquitous that, in this country, the resources available for education can vary so widely from place to place. As the Secretary of State suggested in his January speech to the North of England conference, England is eccentric in education and the degree of curricular freedom our schools enjoy is regarded with astonishment, not only by our European neighbours, but by most of the countries of the world.

But before we rush headlong into a policy of massively increased central control, it would be sensible to examine the assumptions on which such moves are based and their overall implications for our education system. At the University of Bristol School of Education we have, since the beginning of this decade, been studying the significance of more or less central control in educational systems. Choosing France and England as typical of centralized and decentralized systems respectively, the research has mirrored the developing policy concerns of the past few years.

Thus, the first phase of our studies was concerned with provision for educational accountability in the two countries. It attempted to establish whether, in reality, the glib assumption that a centrally organized system leads to greater conformity in practice is really true. Or, to put it another way, what kind of accountability procedures are likely to be the most effective in ensuring a high quality of educational provision?

While Sir Keith Joseph was Secretary of State, the prevailing public concern over accountability, which characterized the 1970s, came to focus increasingly on the particular issue of the quality of teaching in our schools and the need for teacher appraisal. In the same way, our early general work on accountability at the University of Bristol evolved into a second project more specifically concerned with teachers.

Our aim was to establish the key influences which affect teachers' practice. We wanted to know how teachers in two very different education systems saw their job and what it was in those two systems that exerted most influence on their day to day practice.

In other words, we wanted to examine the assumption that our erstwhile political masters seem to have swallowed so uncritically that what goes on in classrooms where there is a national curriculum and tight central control will be better than those classrooms where it is the school and the local education authority that are the chief source of influence.

Although policy developments in England were the main impetus for this inquiry, an important related development concerned French government moves to decentralize educational provision and, at least in primary schools, to strengthen significantly the power of the headteacher. If, as Mr Baker appears to believe, strong central government direction is so effective in ensuring a high quality educational product, why should the French government appear to be set on breaking down their traditional monopoly in this respect?

'Most French teachers do not see professional up-dating and curriculum change as part of their job'

Our research findings echo the belief of many French teachers that this move is in fact a symptom of how *ineffective* central control traditionally has been in influencing teachers' classroom practice. Heads will now be selected by the *recteur d'academie* – who is in turn the political nominee of central government and not, as in the past, offer themselves for appointment on the grounds of length of service.

Thus, this kind of carefully controlled decentralization may well provide for more effective imposition of centrally-determined policies than hitherto.

It can be read – and this is what the French teacher unions suggest – as an attempt by a right-wing government to undermine the traditionally left-wing ethos of French education. More generally, it can be seen as a response to the urgent need to overcome some of the disadvantages associated with strong central control of education.

Prominent in this respect is the difficulty of promoting curriculum development and new approaches to teaching in a system where conformity has long been the norm. Most French teachers not see professional up-dating and curriculum change as part of their job and the lack in general of an identifiable school ethos and opportunities for both social and professional collaboration makes it difficult for ideas to be generated and disseminated within the institution. Some French primary schools do not even have a staffroom.

Thus, even where "the teacher is given a certain freedom of approach, (she) is not really able to enjoy it: teachers' working conditions are not compatible with a collaborative approach to introducing change" as Pascale Gruson put it in *The TES* (January 16, 1987). In her article she stresses the need, now widely recognized in France, to combine the democratic requirement for some core curriculum of entitlement with the flexibility and diversity essential to the development of each pupil's full potential and the needs of a rapidly changing society.

So as France is seeking to adopt the strengths of the English system, we are in turn trying to move more towards the French traditions and it is arguable that both systems are trying to change to combine the best of the other.

According to a *TES* report of March 6, the French deputy chief inspector, M Max Delacquis, says "We've been trying to get more flexibility into the system for 10 years; but no one will let us . . . everyone believes that you must have the same programmes, the same number of hours devoted to subjects, the same kinds of textbooks, the same training for teachers . . . a common programme is integral to the concept of equality of opportunity . . . it's entrenched by history. It's natural."

The "history" referred to by M Delacquis goes back to the early 19th century and the Napoleonic conception of education as a unifying national force. It is the link between the guiding principles of French society – liberty, equality and fraternity – and the associated notion of common educational entitlement regardless of place, talent or wealth that provides such a strong moral commitment among parents and teachers alike to a national curriculum.

It is this moral commitment to centralization on the part of teachers that is the key both to the policy's success in France and the difficulties referred to by M Delacquis in realizing attempts to make the system more flexible.

That such attempts are urgently required cannot be gainsaid. Our research reveals many reasons why this is so. A particular difficulty is the fact that syllabuses in France are slow to change in response to changing social conditions. Not only do they tend to lag behind developments in higher education, they are also still largely geared to a type of docile, academically-orientated pupil who is increasingly in a minority in French schools.

The influence of the mass media, changing family life-styles, immigration and technology have changed the teacher's job but not her job definition. Our research shows primary teachers fleeing schools in the inner city and working-class suburbs as fast as the system allows in favour of jobs in the affluent, middle-class areas where traditional values still prevail, leaving the young, inexperienced teachers who make up the bulk of staff in less-advantaged schools battling to realize the same traditional curriculum objectives with a very different pupil clientele.

Although some pupils succeed, the price is all too often a dull, repetitive and harsh pedagogy focused narrowly on the objectives that must be achieved if the pupils are to avoid repeating the year.

The fear of this *redoublement* for their pupils acts as a strong constraint on French teachers to follow closely the curriculum objectives laid down and is probably far more effective (and cheaper) than Mr Baker's proposed "bench-mark" tests in ensuring assessment-led curricula at every stage of schooling.

Indeed, it says something for the reality of central control that the practice of *redoublement* was formally abolished by Education Minister M Haby in the mid-sixties, but still continues unchecked as a guiding principle of the system.

The effect of these long-standing French educational traditions is noticeable in the way French teachers see their professional responsibility. As central government employees, they are directly responsible to the centre and thus can largely disregard both pressure from colleagues and the headteacher within the school and pressure from parents and community outside it.

Their professional responsibility is defined as "meeting one's contractual responsibility" for fulfilling a narrowly-defined role. In the words of one French primary teacher, this involves "making sure that my pupils acquire the knowledge appropriate to the level of the class. To do it with commitment . . .", and from another, "It's my duty to make sure that my pupils acquire a certain body of knowledge. I'm obliged to do everything possible to attain this . . ."

The primary teachers we studied had a very clear and uniform view of their task. This was to prepare the future French citizen with the knowledge and competencies he or she would need as an adult. More particularly, they had to ensure that as many pupils as possible passed on to the next year.

Their pedagogy, which for many was so unproblematic that they could not describe it, would be almost unrecognizable to an English primary teacher: serried ranks of desks, didactic instruction from the front of the class, formal discipline and regular marks. Even slates may be used.

Contrast this to the average English primary school, if indeed in the immense diversity that exists, any such concept is possible. The lack of any central directives makes the English teacher peculiarly subject to a whole mass of potentially conflicting pressures.

Her own professional priorities may conflict with those of other colleagues or the head; they may conflict with those of parents, the l.e.a. or even those of the pupils themselves. Furthermore, this web of constraints operates on a much broader front of objectives than in France.

Typical of the child-centred ethos of English primary schools is an emphasis on the needs and interests of each individual child. This is in stark contrast to the emphasis on children's common entitlement that is characteristic in France.

A typical English teacher might define her role as follows:

> To create an atmosphere whereby children will learn through experience – moral and social norms, physical skills and aspects of health and hygiene, developing enquiring minds and creativity and be able to appreciate artistic creativity but generally to develop, progress and fulfil their potential . . .

Professional responsibility means "always trying to do a little more than is possible". According to one teacher, it "demands responsibility for promoting children's learning, shared responsibility for general welfare of all children in school, participation in work needed for effective operation of children as a whole in sharing in maintenance and development of the school's work with the community it serves and for contributing to my own professional development. To create a cooperative environment in which children learn to mature and grow as responsible adults . . ."

The contrast with the French teacher who sums up her professional responsibility as being simply "to respect the directives I am given" or "to attain curriculum objectives" could hardly be starker.

Thus our research suggests that French teachers' view is that their job is essentially unproblematic involving a fairly narrow emphasis on imparting the prescribed skills and knowledge to all pupils as far as possible equally and measuring their success by the number of children achieving the required learning outcomes. Although teachers pursue these goals in classrooms relatively isolated from each other, there is a marked conformity of practice with the result that pupils, parents and colleagues know what to expect.

By contrast, the English teacher is striving after perfection. "I take it as a rule of thumb that I should know I am trying to do something that is impossible to achieve (and so should try not to get disheartened) but is so desirable to achieve that you keep on trying," said one.

Considerable variations in school ethos which reflect the philosophy of its staff and headteacher are further accentuated by each teacher's priorities and idiosyncrasies of style. Pupils may experience marked differences of approach even as they move from class to class within the same school and parents may have little conception of the curriculum objectives being pursued.

But does all this add up to a justification for greater centralization? Given the very different educational traditions of this country, greater control is unlikely to result in our schools becoming more like those of our European neighbours.

Rightly or wrongly, English teachers are likely to resist it, rather than welcoming it in the spirit of equality of opportunity that many of their French counterparts do. They may be misguided in this since the more narrowly-defined, centrally-prescribed curriculum goals that French teachers pursue appear to make them much more satisfied that they are achieving their objectives than most English teachers.

Be that as it may, English primary education in particular, but to a significant extent secondary education as well, has a deeply ingrained commitment to supporting the all-round development of the child; to recognizing that personal and social factors are crucial to learning. This is the justification for such initiatives as pastoral care, personal-social education and records of achievement, all of which would be out of character in French schools.

Mr Baker suggests that national curriculum objectives would have to concern themselves with attitudes and values, as well as the more conventional subject areas. But given the experience of the APU in this area it is extremely unlikely that any "bench-mark" tests can be devised to monitor standards in this respect. Thus the effect of a combination of national curriculum directives and associated tests of standards is likely to be a significant narrowing of teachers' current objectives.

Like their French counterparts, the necessity of "teaching to the test" is likely to result in a much more didactic and evaluative pedagogy. It may also result in a more calculating approach on the part of teachers who may come to begrudge "the many extra hours that must be spent in the interests of my school" which are "an essential part of a teacher's job".

We may well get better results in some important curriculum areas such as the three Rs as a result. But the price is likely to be high. The sacrifice of a good deal of teachers' job satisfaction, of that warm and creative learning environment that has made English primary schooling the envy of many parts of the world. And last but not least, a rapid increase in the kind of overt differentiation between pupils, in primary schools at least, which the abolition of the 11-plus has almost completely removed.

It makes good sense to have some nationally-agreed curriculum objectives so that there is greater equality of opportunity for all pupils. But this idea should not be mixed up with national standards, testing and teacher accountability. If it is, the result is likely to be an unwarranted emphasis on teaching to the test and a substantial increase in the number of pupils who early in their school careers come to regard themselves as failures.

The folk memories of our education system should still reach far enough back to the disasters of the 19th-century payment-by-results system.

'Their job is essentially unproblematic involving a narrow emphasis on prescribed skills and knowledge'

But if not, we may usefully profit from a critical analysis of some other specimens in the comparative laboratory.

These teach us that education systems work where policies require practice that is broadly in sympathy with the deep-seated professional convictions of teachers. Any attempt to ride roughshod over those whose responsibility it will be to make policy directives a reality can only result in a lowering of teacher morale and commitment.

This in turn is likely to lead to a lowering of educational standards as the powerful influence of teachers' self-imposed moral accountability is eroded by disillusion and resentment. Even in France many teachers resent their lack of professional freedom despite their belief in the need for central control.

"I haven't enough margin of manoeuvre to be responsible," says one. "I don't have to assume responsibility if I am not given the corresponding freedom," says another.

The experience of the past few years should have been enough to teach policy-makers this lesson. If not, perhaps they should try sitting in a few more French classrooms.

Patricia Broadfoot is co-director and Marilyn Osborn is research associate on an ESRC-funded research project on Teachers' Conceptions of their Professional Responsibility in England and France, being conducted jointly by them at the University of Bristol and by Professor Michel Gilly and Mme Viviane Isambert-Jamati at the Université de Provence in Aix-en-Provence.

FEATURES

Planning blight?

State-funded independence could prevent the destruction of good schools, Fred Naylor argues

Will the Conservative proposal to allow maintained schools to opt out of local education authority control produce a revitalized education system as is claimed, or the chaos that is feared?

The proposal's main aim is to allow state schools to become more like independent schools. To those who see the main differences between maintained and independent schools in financial terms – the ability to fix fees and reduce class sizes accordingly – the proposal will be immediately unwelcome. But this is unfair since the right of the new schools to charge fees is not even on the agenda.

We should not lose sight of two important characteristics of independent schools that have nothing to do with money and privilege, but which nevertheless are of their essence. These are:

- ☐ the ability to offer a distinctive curriculum which gives each school its own ethos, attractive to a particular section of the public, and
- ☐ an ability to stand on their own two feet and to be master of their own destinies.

Our present independent schools offer a wide choice for parents of different religious persuasions, or none. The same applies to different educational philosophies. Justice demands that this choice, essential in a pluralistic society, should not be restricted – as at present – to those who can afford to pay fees. State-Funded independent schools would remove this inequity.

It will be argued that this kind of variety will be ruled out with the establishment of a national curriculum. This, however, overlooks the fact that even if a national curriculum were to prove feasible, it could only cover the cognitive domain. The affective domain, the values a school espouses, would still remain free of centralized control.

It also ignores the fact that any national curriculum will probably embrace only a central core and leave a substantial area for individual school initiative.

Successful independent schools are those that adapt to changing circumstances. The need to move with the times and attract entrants keeps them up to the mark, in stark contrast to some schools in the maintained sector. Here good schools, with outstanding reputations, can be – and often are – closed down by local authority planners. This is a fate that could never befall a school outside local authority control.

At the other end of the scale, very poor maintained schools, unloved by the public, can be – and often are – kept artificially alive by press-ganging parents to enter their children. There is thus no encouragement to the staff of such schools to improve the quality of education.

The importance of self-mastery can be illustrated by considering the position of schools with small sixth forms, and in particular Roman Catholic schools within the Diocese of Westminster. Two such schools have large sixth forms – one, London Oratory, with a sixth form of around 300.

These schools are threatened with closures because the Diocese, in collaboration with the Inner London Education Authority, has organized its schooling in such a way that these two highly-successful schools are surrounded by schools with sixth forms that are too small to be viable. The authorities plan to remove all the non-viable sixth forms and centre them in a sixth form college.

The snag is that all the small sixth forms combined are still not large enough to produce a viable sixth-form college. The planners therefore propose to remove the sixth forms from the successful schools too to make up the numbers.

The planners' dilemma in Westminster and elsewhere is a real one. Leave the successful schools alone and let the others continue as best they can, or in the interest of efficiency sacrifice the successful sixth forms and radically change the character of all the schools? This raises two questions. The first concerns the operation of sixth forms which are not viable.

A perfectly satisfactory way of running a school with a "non-viable" sixth form is to engage extra staff. This is costly, but sometimes not more so than reorganization, when the combined costs of travelling to a central sixth form college and revenue charges on the capital costs of new building are taken into account – as was recently discovered in North Wiltshire.

It is worth noting that the additional staff would not necessarily be the sixth-form specialists who are in short supply. This is because "non-viable" sixth forms are often able to provide a normal curriculum at the expense of enlarged classes in the lower school and it is here that the extra staffing may be applied.

The second question is much more significant. How did schools with non-viable sixth forms arise in the first place? If it can be shown that the planners were responsible the argument for allowing schools self-determination becomes irresistible.

The problem of small sixth forms is widely blamed upon falling rolls. Leaving aside the question of whether the planners should have anticipated falling sixth form rolls from birth rates 17 years earlier this explanation is nonsense, and can easily be shown to be so.

The size of the 17-year-old cohort rose during the late 1970s and reached a peak in 1982/83. This was almost indistinguishable from the historic "bulge" witnessed in 1966. Yet by 1982/83 the problem of the small sixth form was already acute.

Of course falling rolls are now exacerbating the problem, but our non-viable sixth forms are primarily the result of secondary reorganization. Had comprehensives been established to take 15 forms of entry their sixth forms would have been viable. But it only *gradually* dawned on the planners that schools of this size were unthinkable, and the average comprehensive settled at six to seven forms of entry.

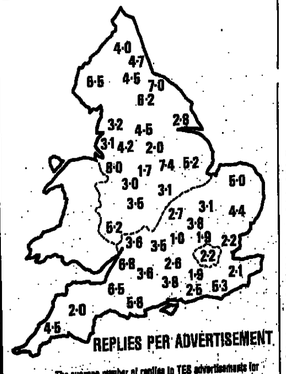
The result was that academic sixth-formers and their teachers became too thinly spread (in contrast to the situation before reorganization) and the present difficulties arose. The planners made a mistake and must not now make excuses.

The schools whose plight we are asked to agonize over were created by the very system that is now being challenged. We are asked to trust the planners again and sacrifice yet more good schools in the process.

Whether it is small sixth forms or other inadequacies of schools planned by the local authorities, these faults are the result of plans made without reference to the wishes of parents and the public and often undertaken for ideological or political reasons.

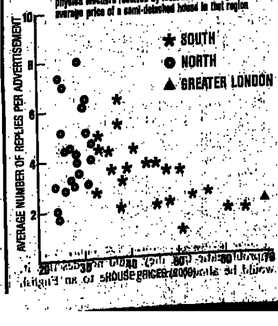
In a free society, this mismatch between the vision of the planners and the vision of the public is a receipe for a series of major dislocations and the destruction of public confidence in the education system. The time has come for a radical change.

We need to recognize the force of Horace Mann's words: "Where anything is growing, one former is worth a thousand reformers." If there is a future for education committees, let these words be prominently displayed at every meeting.



REPLIES PER ADVERTISEMENT

The average number of replies to TES advertisements for physics teachers received by local authorities against the average price of a semi-detached house in that region



London weighting

by Norman Thompson

If the purpose of the differential London weighting of teachers' salaries is to make appointments in and near London competitive with those in the provinces, then it appears not to be working – at least for teachers of physics. This conclusion emerges from an investigation carried out by the Institute of Physics as part of its programme for monitoring the supply of, and demand for, such teachers.

We recently analyzed all advertisements for physics teachers which appeared in *The TES* in a year. A questionnaire, sent to the head of each school which placed an advertisement, provided extra information for 880 posts – about 83 per cent of the total.

One of the questions asked for the number of applications received. For Scale 1 and Scale 2 posts in the public sector, the national average was 3.3, with about one-tenth of all the advertisements producing no response at all. The response was much higher for Scale 3 and Scale 4 posts, but the data are not numerous enough to yield reliable statistics. Clearly the shortage of physics teachers persists.

However, there were significant regional variations in the response rate. These are most readily shown if the average number of applications resulting from an advertisement for each county is calculated. The results are shown on the map. Data for Wales and Scotland were not sufficiently numerous to be reliable.

It is clear the number of replies tends to decrease near London – and that the effect extends into the surrounding counties. Such variations would be generally attributed to differences in the cost of living. Unfortunately, data on the "household expenditure on commodities and services" in the official statistics are not known for individual counties, but only for the eight "regions" into which England is divided for statistical purposes.

However, by courtesy of the statistics manager of the Nationwide Building Society, we were able to obtain data for the actual selling price of houses of various kinds, by counties. Variations in the cost of housing (and transport) are dominant factors in determining the variations of the retail price index, so that these prices constitute a good second-best.

We chose the price of a semi-detached house as being most relevant to the budget of a young teacher. The graph shows the result of plotting the average number of applications for each advertisement in a county against the corresponding average selling price of a house.

The result suggests that the cost of housing limits the number of applications although other factors affect the actual mean value for a particular county. The point on the far right of the graph represents Greater London, and the next four, in order, are Surrey, Hertfordshire, Berkshire and West Sussex. These five counties, between them, accounted for 40 per cent of all the advertisements which produced zero response.

One may reasonably deduce that the high cost of housing in the affluent south-east is acting as a serious deterrent to teachers who might apply for posts in Scale 1 and 2. There is no reason why this should be peculiar to physics, although it is possible that its effect may be more pronounced in this discipline, because of the relative ease with which physics teachers can find jobs outside the profession.

It would also seem that if one accepts the principle that salary scales are to be adjusted to take account of local variations in the cost of living, then, to be effective, something more elaborate than a "London weighting" is called for.

Norman Thompson is emeritus professor of physics at the university of Bristol.

Review

THEATRE FILMS TELEVISION ART MUSIC THEATRE FILMS TELEVISION BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS

Vladimir's Carrot. By John Peter
Andre Deutsch £17.95.0 233 98014 8.



Open to question

Robert Cushman on a major new study of the 'modernist' imagination

Vladimir is one of the two tramps in *Waiting for Godot*. His carrot is an Act One prop. He produces it from his pocket when his partner Estragon requests it. His pocket is also full of turnips.

As John Peter observes, his possession of that carrot and those turnips tells us nothing whatever about Vladimir. We cannot gauge how likely or unlikely it is that he should posses them, because Vladimir has no biography, hence no "character", against which the likelihood could be checked. The landscape in which we meet him and Estragon is not ours but the playwright's. He makes the rules and there is no appeal. We can accept his vision *in toto* or we can reject it but we cannot quibble about details.

Mr Peter contrasts Vladimir's carrot with the solid props we encounter in earlier plays: with the tapestries along which Aeschylus's Agamemnon strides to his doom, or with the "advanced books" that Mrs Alving reads in *Ghosts*. These, he points out, have a history and a function. We can sensibly ask how plausible it is that Clytemnestra or Mrs Alving should own them; we can judge their utility as pieces of a story and as symbols. (Personally I have always jibbed at the books in *Ghosts*. I want to know what these advanced ideas are that so shock Pastor Manders. Ibsen skittishly refuses to let on, though not as exasperatingly as he does in *Rosmersholm*.) It seems odd to think of Aeschylus as a realistic dramatist but yes, in the context that Mr Peter proposes, he is. He tells a conventional story, offers a scene and characters we can judge from our own experience of life. He is open to question. In Mr Peter's terminology, he is not merely the first playwright but the first open playwright. Beckett is the paradigm of the closed playwright.

This leads Mr Peter to float the idea that *Waiting for Godot* "may turn out to be the most important event in the theatre since Aeschylus". It depends, obviously, on what you mean by important – *Godot* is never likely to be as vital a piece in the repertory as *Hamlet* – but I would agree that *Godot* is the most radical departure in drama since Aeschylus. It strikes me – though this is not a point pursued by Mr Peter – that it is so radical that it has proved almost impossible to follow. Those playwrights who have been claimed (sometimes by themselves) to show the influence of Beckett prove, on examination, to have backslid into the old ways. Tom Stoppard seized with relief on Beckett's demonstration of how much the theatre can do without; feeling himself to be weak on plot and character, he wrote a Beckettian double act in *Rosencrantz and Guildenstern are Dead* in which, as it turns out, plot and character *do* operate, courtesy of Shakespeare. Stoppard's subsequent plays, whatever their quirks, have been as "open" as anybody's. They have also been insistently moral: a quality that Mr Peter rightly denies to *Godot*. Harold Pinter was onced dubbed a Beckettian, and there are lacunae of narrative and motive in *The Birthday Party* that give the playwright a perpetual advantage over his audience. But the setting is as real and recognizable as anyone can wish; and Pinter's subsequent plays have been, in essence, thoroughly traditional.

So, more intriguingly, have Beckett's own. Even in *Endgame* he was beating a retreat. Instead of the nameless landscape of *Godot* we have, or seem to have, an ark at the end of the world: not an everyday scene, to be sure, but an apprehendable one. We have relationships: a master, his servant, and his parents, with less personality than the tramps in *Godot* but more character. (By my definition, character is a matter of moral choice; personality is what you're born with.)

Happy Days is about the daily routine of a bourgeois woman, however eccentrically situated. *Play* is about adultery. *Footfalls* is about a mother's tyranny over her daughter. The fact that the plays have got shorter may also relate to Beckett's failure to be as abstract as he might like; compression could be the next best thing.

So *Godot* may be not only the first modern play, but the only one: "modern", that is, as we speak of modern art, modern music, the modern novel. Mr Peter's book is subtitled "modern drama and the modern imagination" and only its first and last chapters are concerned with the analysis of plays. In between he fills in the cultural and intellectual background: Schopenhauer, Nietzsche, Wagner, Freud, Kafka, Proust, Picasso, Braque. The Freudian chapter is hard going, but the account of the rationale and development of non-representational painting is one of the most lucid I have read. What steadily accumulates is the glorification of the individual vision, and the right to impose it on the world. The artist as seer, and the artist as bully.

He is far from liking all he sees, finding Schopenhauer suspiciously solipsistic, and Nietzsche outright replusive, sucking up to cruelty and then deciding he didn't really mean it. He doesn't go in much for value judgements on the playwrights he discusses, but it seems that he respects Beckett but not his supposed peers Genet and Ionesco. As Beckettian precursors he cites Strindberg in his dream-play vein, the German Expressionists, the plays of Yeats: none of them more, theatrically, than curiosities. It almost seems as if there is something in the nature of drama that resists the modern. Kenneth Tynan put it down, I think rightly, to "the stubborn physical reality of actors."

Tynan invoked that reality in the course of a controversy with and over Ionesco, whose insistence on creating his own self-contained dramatic worlds Tynan ascribed to a desire to shield himself from any kind of critical judgement. This squares with much of what Mr Peter has discovered. The theatre may have trouble assimilating the forms of modernism but it sees no reason to deny itself the arrogance. It is there in the cult of the superdirector, bending plays to his own vision and denying our right to see them any other way: denying it implicitly in his production-style, and quite often explicitly in programme-notes and hectoring self-justifying articles. (If he doesn't have the time or inclination to write them himself, there are generally disciples and sycophants who will.) It is there in some of the recent crop of political plays which present us, unlike Beckett, with a recognizable landscape but distort and modify it to prevent us asking awkward questions derived from our everyday experience.

The father of this, of course, is Brecht, whose dishonesty Mr Peter arraigns at some length. The play on which he focuses is *Man Equals Man* which sets out to make a point about human pliability, and does so by ruthlessly suppressing all contrary evidence. He demands that the audience judge, and then tells them how to. This kind of cynicism and/or self-delusion requires that the author have at his back a system of ideas that has solved every problem for him in advance. It is odd, on reflection, that the one apostle of closed thought whom Mr Peter omits from his accounting is Karl Marx.

He does, however, examine the paradox so vivaciously expressed by Tristan Tzara in Stoppard's *Travesties*: "The further left you go politically the more bourgeois they like their art." Brecht himself ran into trouble with the canons of socialist realism. Less committed artists were simply stigmatized as decadent. The same thing happens of course under right-wing regimes. The individual vision, asserting its right to exist beyond the state's control, is deeply suspect. It is one of the few things in Mr Peter's book that makes one warm to modernism.

I don't think the book is completely successful. I thought at times of sledgehammers and nuts. The dramatic tradition Mr Peter examines is not rich enough to support the apparatus with which he tries to illuminate it. When he returns, in the last chapter, to examining plays the accumulated intellectual background is hard to keep in mind and not always easy for him to apply. But nobody else could have written or even conceived it; Mr Peter, Hungarian by birth and British by career, combines a synoptic European mind with a capacity for nuts-and-bolts dramatic criticism. The result is that he is never intimidated by what he is discussing: never too nervous or too pompous to ask awkward questions. One's feeling at the end of the book is that the theatre remains, for the most part, as old-fashioned as its enemies without and its evangelists within, have always lamented. On Mr Peter's showing this is one of the best things about the theatre.

The Faber Book of 20th-century Women's Poetry. Edited by Fleur Adcock.
Faber £9.95. 0571 136923. £4.95. 156931

A kind of sparkle

Jaci Stephen on women's poetry

In editing this collection, Fleur Adcock's aim was "to show how many good and interesting woman poets have been writing in English during the course of this century." She has not set out to prove a particular tradition in the poetry of women, and believes that what differences there are lie not in the *nature* of their work, but in the manner in which, until recently, it has been "undervalued and to some extent neglected".

Adcock draws the line at any poet born after 1945. Her selection is a personal one, centring on an enjoyment of "the odd or unexpected . . . the kind of detail which throws new and startling light on some facet of what actually exists or could exist." It is the poetry of "illumination: a kind of sparkle."

The pleasure in reading an anthology is [illegible] ence the familiar and reassess it according to its new context; and it also serves as an introduction to the unfamiliar. Unlike many anthologies of "women's poetry" which aim to alienate a potential male audience, this collection of women who write poetry is not an unapproachable ghetto. Its preoccupations are, for the most part, those of any poet – though doubtless many will find fault with that.

What comes through most strongly – and perhaps this *is* more true of women's lives – is a sense of the uncontrollable forces to which we are subject. There is longing – for what will never be, for what might have been; [illegible] Glück, in "The Undertaking". Choices there are, as in Patricia Beer's moving poem, "Middle Age":

> There have been real alternatives.
> They have put on weight and yet faded.

> But in the end, it is left to that something beyond our control:

> Everywhere I look it is the same,
> The churchyard or the other side of the bed.
> The one who is not lying there
> Could have been,

Tess Gallagher (with three first class poems) also conveys the uncertainty of it all in "Instructions to the Double" [illegible]

> It's a dangerous mission. You
> could die out there. You
> could live forever.

Throughout, there is the feeling of a life contained, always on the lookout for a life beyond – in the past, present or future.

There are familiar names, important within the context of the development of issues specifically relating to women. Adrienne Rich, for example, the poet whom, says Adcock, "has most roundly and significantly expressed women's feelings about their sexual identity and their value in society".

The selection is broad, the contrasts stark: Anne Stevenson, Wendy Cope, and Ursula Fanthorpe whose "At the Ferry" is as near to perfection as we are ever likely to see. To quote just one line would be to serve it an injustice.

The knowledge that many of the poets featured in this collection will be writing for many years to come is exhilarating. To ensure that they continue to be brought to the attention of a wide public is the purpose – rightly so – of anthologies such as this.

Jaci Stephen is television critic of the London Evening Standard

BOOKS



Karl French/Link

Black children, black homes?

Marion Lowe on the latest foster-care controversy

Denying Homes To Black Children. By David Dale
Social Affairs Unit £3.50.

David Dale's pamphlet *Denying Homes to Black Children* is published by the Social Affairs Unit in their Research Reports series. In the report Dale argues that black children needing adoptive homes should be placed with white families because sufficient black families are not available. Dale's major assertions are that "blanket bans" on trans-racial adoption are currently practised by some local authorities and that black children are *languishing in* residential homes as a *result* because only white homes can be found. No substantive evidence is presented.

For example, Dale makes reference to the disproportionately high number of black children in care in one London borough, but does not state how many of these children actually need adoptive families. If the social workers plan to rehabilitate many of these youngsters to their own families, then they are irrelevant to the adoption issue. And a further significant omission is the lack of reference to the massive increase in the number of black families willing to look after children requiring either foster care or permanent family placement.

Dale's report must be seen in the context of the shift in practice over the past few years towards same-race placements for black children in care. Dale attributes this shift to sinister political pressure based on "dubious political ideology". He suggests that it is black activists who have bullied social workers and their agencies into altering the policy. He argues that the needs of the child are being sacrificed to political expediency. Critics of trans-racial placement refute this allegation, believing that the black child should ideally be raised by a black family and that if political pressure is required to shift existing practice, then that is a legitimate task of the black or white politician.

Indeed, it is fascinating that the argument once put forward by the white establishment for placing black children in white homes – black families are not interested – was shown to be false once political and professional commitment was made to the active recruitment of black substitute families.

Dale shows that Britain has followed trends begun in the US. One-third of all black children adopted in 1970 in that country were placed with white families. But official discouragement of trans-racial placements led to a rapid decline in the Seventies and a strong commitment to finding black homes for black children. Dale states that Britain is following America's example, so that some black children are denied the opportunity of a family because of the "anti-racist" adoption policies pursued by extremist and doctrinaire local authorities, urged on by militant black organizations.

But no information is given in the pamphlet on the consequent placement of black American or black British children as a result of this policy shift. If the availability of black substitute families has not disadvantaged black children vis-à-vis white children seeking "matched" parents, then the most strong commitment to a "same-race" policy cannot be to their detriment. It can only be to their detriment if it is felt that white homes are better places for black children than black homes.

New Society journalist, J Laurence, had information from Wandsworth (one of the three authorities accused by name of operating a trans-racial bar) that black children between the ages of four and 11 in care to that authority are easier to place in substitute black homes than white children.

A further major flaw in Dale's thesis (apart from his inability to provide evidence that black children do wait longer for adoptive homes than white children in residential care) is his failure to give concrete examples of local authority blanket bans of trans-racial adoption. The British Association for Adoption and Fostering, a well respected agency to which all local authorities belong, is stated by Dale to support such a rigid policy. BAAF's Director, Pauline Bibby, rejects this assertion in her letter to the *Independent* of May 21 1987, and further states:

> "BAAF . . . knows of no agency operating a rigid ban on trans-racial placements. It is this organization's policy . . . that where a substitute family is required for a black child the placement of choice would be with a black family. The overriding factors will always, however, be the needs of the child, taking account of racial, cultural and religious considerations. While these would not automatically exclude a placement with a white family, our experience is that imaginative and appropriate recruitment techniques succeed in finding sufficient black families for black children."

Hackney and Lambeth, the other two authorities named by Dale as operating a rigid ban, denied the claim in a *Community Care* article published on May 28 1987. They both pursue a vigorous "same-race" policy with great success but would still make trans-racial placements where required in the best interest of the individual child. However, they would see this as being rarely necessary because they have attracted black substitute families who can meet their children's needs.

This piece of work must be heavily criticized for its partiality and lack of balance. Recent dramatic evidence of interest by black families in becoming adopters and foster parents, as the local authorities have begun to actively seek them out, is ignored by Dale. But surely the success of adoption recruitment among the black communities has to be examined, alongside the decline in the use of white adoptive homes, if a reasoned debate on this issue is to be presented?

If Dale recognizes, as he says he does, that an increase in the number of black families willing to adopt black youngsters might, in part, explain the denial of black children to white families, then he really should have reviewed the evidence. It is not good enough to state that this factor has had "some slight impact" in the decline of trans-racial placements.

Dale chooses to concentrate on the politicization of trans-racial adoption as the major factor in its decline, But surely all changes in social policy result from political action? Dale refers at one point to "traditional childcare policy" as if policy is (or should be) written in tablets of stone. But the balance of provision between services to prevent family breakdown and substitutes to family life for victims of such breakdowns has always been subject to political impact. Indeed, the numbers of children received into local authority care, particularly the disproportionate numbers of black children, should be examined and acted on by all political parties. There would be less call on black and white substitute parents if more resources were pumped into the family.

The real success story of the last few years has been the tapping of the strength of black families wishing to adopt and foster the nation's children. Dale's focus on hypothetical victims and on hypothetically absolute bans on trans-racial placement is negative and unhelpful. It does grave injustice to the commitment of the many black and white substitute parents, professional childcare workers and politicians who have worked to develop a sensitive placement policy which can best meet the needs of black children.

Saving sociology

Sociology, A Brief but Critical Introduction. By Anthony Giddens.
Second edition.
Macmillan £15.00. 0 333 42738 6

Its premises granted, the analysis made in this study is first-rate. Sociology is here considered in terms of its theoretical foundations which are, in their normally accepted form, subjected to critical examination. Professor Giddens quite rightly points out that the prevailing compartmentalization of knowledge that separates the several subject-matters of history, politics, sociology, economics from one another does not reflect the actuality of life in which, despite all allowable distinctions, these mutually affect and determine one another. A sociology that fails to deal with important matters affecting humanity, because these are the province of some other discipline, becomes no more than an abstract academic exercise, dry, boring and useless.

The view expounded here is that sociology is comparative: in order to grasp the essential nature of, say, modern society, it is necessary to try to recapture, by a feat of imagination, what past societies were like. Sociology as understood by Professor Giddens is perforce thoroughly comprehensive, since if it were not so, it could not be thought of as the science of society. In a sense, he considers it the *primus inter pares* of the social sciences.

One point stressed is that the idea that arose in the more rosy days of the late 19th century, that sociology is nothing but the natural science of society and ought to proceed in the same fashion as did the other sciences (as understood in those days) is untenable. Human beings are not merely passive building blocks of society, nor is the sociologist simply an observer hoping to elucidate the laws which regulate and determine their motions. Human beings made themselves and their history, albeit within definite constraints seldom evident or understood. Sociology for that reason cannot be, and may not aspire to be, scientific in the sense that its original practitioners intended that it should.

This preliminary done (the burden of the opening chapter), the work deals successively with some of the main matters engaging the attention of sociologists today. The approach is throughout critical. Differences of opinion, as, for example, that modern society is industrial and in a sense linearly progressive world-wide, instead of, according to Marx, capitalist and inherently self-destructive, are set forth in their strong and weak points. And each time Professor Giddens states his own position and his reasons for holding it.

That I do not accept the premises of the argument (something unfortunately not suitable for discussion in a short review) nowise alters my view that anyone wanting a brief assessment of the nature and state of sociology as at present understood and practised could hardly find a better preliminary statement, at least in English.

Pierre Watter

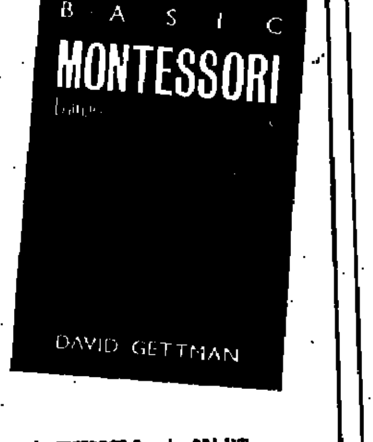
Engagement

The Order of Battle at Trafalgar And Other Essays. By John Bayley.
Collins Harvill £12.00. 0 00 272848 6.

The title-essay in this fine collection is characteristically humanist, as it examines the shift away from belief in historical and cultural knowledge to a sealing-off and privileging of language and discourse. The critic's own sense of history is a source of his power, not only here, where he entertains the possible relationship between unbearable historical knowledge and critical theory, but throughout a collection where sensibility is matched by knowledge. John Bayley's essays are stamped with an individual style, grave and amused, personally open and textually alert. It is a testimony to his negative capability that his reviewing should be always be accessible, even when he is dealing with a wide range of European writing. It is a proof of his passionate engagement with problems of speculative inquiry that everything he writes is seriously engaged with literature, and with more than literature, so worth reprinting and re-reading.

Barbara Hardy

B · A · S · I · C
MONTESSORI
Learning Activities for Under-Fives
David Gettman
What is the Montessori method?
Find out with this step-by-step guide for the non-specialist. It provides a complete breakdown of the Montessori learning activities and will be invaluable for teacher and parent alike.
£14.95 0-7470-1211-3 240 pages
From booksellers. In case of difficulty send your order to Christopher Helm, FREEPOST, Bromley, BR1 1XP. Add £1.00 for p&p.



CHRISTOPHER HELM
PUBLISHERS LIMITED

PAPER BACKS

Are the following three novels the authentic voice of late-Victorian and Edwardian Australia? Or should we look more to Rolf Boldrewood, early Jack Lindsay (let alone Norman) or even Miles Franklin?

If they're not, why rescue them from obscurity? In the fiction reprint business there must be many more deserving novelists. It is certainly a brave venture by Pandora, and I hope that the Australian equivalent of the Arts Council can find a way of rewarding them.

The Bond of Wedlock (Pandora £4.95) is one of two novels by Rosa Praed (born Queensland, 1851) in the series "Australian Women Writers: The Literary Heritage", the other bearing the unlikely Antipodean title *Lady Bridget in the Never-Never Land* (£4.95). First published in 1887 the setting for the former, paradoxically, is London. It's an intelligent, frothy tale of the class Ouida called "the Julvre". There is a period melodrama in the dialogue but not much wit or humour. Nevertheless it portrays well the dilemmas of a violent and loveless marriage, and Arlarie, the heroine, is a refreshingly tough and interesting character.

Lady Bridget (1915) takes place in Queensland and portrays women "who challenge stereotypes at every turn", and in three "books" allows of three main characters accounts to be given. There is a wealth of sociological and linguistic interest in this curious novel.

Catherine Martin's The Incredible Journey (£4.95) was first published in 1923 when the author was 78. It explores the dispossession of the aborigines and, in particular, the practice of taking aboriginal children from their parents. Central to the story is the search by Illapa, an aboriginal woman, for her son, stolen by a white man – apparently based upon a true story. In a fine if speculative introduction, Margaret Allen says that the book should be seen as the first Australian literary work to create an aboriginal protagonist with whom the reader can identify", William Golding readers should like it.

From a very different *coolibah* is Ada Cambridge's A Marked Man (£5.95) which reads – for all the polemical claims made by Debra Adelaide's introduction – like an Australian precursor to the sort of family saga beloved of Howard Spring (*Fame is the Spur* comes to mind). But a comparison with George Eliot is special pleading gone daft.

Barry Cole

BRITAIN and the WORLD 1815-1986
A DICTIONARY OF INTERNATIONAL RELATIONS
DAVID WEIGALL
An invaluable reference book for anyone interested in Britain's role in world affairs and diplomacy.
Designed to meet the need of students and teachers of modern history and international relations.
Full chronology of international relations and annotated maps.
0 7134 4753 2 Hardback £17.95
Batsford books should be stocked by your usual supplier but can be ordered direct from us.
BT Batsford, 4 Fitzhardinge St., London W1H 0AH



BOOKS IN CLASS

Song cycle



Catchy Chorus Songbook. By Eileen Diamond.
International Music Publications £3.95. 0 86359 3879.
The Pop Songbook 3. By Tony Attwood.
OUP £3.95. 0 19 330162 8.
Birds and Beasts. Chosen by Sheena Roberts.
A&C Black £5.95. 0 7136 5653 0.
Easy Mix and Match. By David Jenkins and Mark Visocchi.
UE 17953 £3.75. 9009938 60 9.
Pupils' Books Pack of 10 £30.00

Eileen Diamond is well-known for her delightful material for younger children. Most of the songs in *Catchy Chorus Songbook* will be another useful addition for teachers of lower juniors and not for the 9-13 age range as the cover notes suggest. The songs are indeed catchy, but many of the lyrics are more appropriate for younger children.

The aim is for immediate appeal and for material that will quickly engage pupils musically. It is not easy to achieve a happy balance between "immediate appeal, suitability of the age range and musical appropriateness". Five of the songs have choruses which will work in three or four parts. This does not necessarily make them more complex musically. Most of the choruses could be tackled by younger children, especially if teachers follow the composer's advice and add each part gradually after each repetition of the verses.

The songs are presented with piano accompaniments which will not make too many demands on reasonably confident pianists. Guitar chords are also suggested, but because the composer has decided to make rather irritating modulations for almost every last verse (was the melody too boring to remain in the same key throughout?) many of these chord progressions will present the average classroom guitarist with some problems. However, some of the numbers will enrich any end of term concert.

The Pop Songbook 3 is the most recent collection of Tony Attwood's Pop Songbooks. It consists of his usual, interesting spread of material ranging from familiar melodies such as "Black and White" and "There but for fortune" to numbers like "Bright Eyes", contrasted with "Nights in White Satin" (a Moody Blues hit) and the Number 1 hit for Adam Ant in 1981, "Prince Charming", thus satisfying the claim that this is a collection of "popular songs" rather than pop songs as the title might suggest.

The other claim that "the material has been chosen for its musical qualities" is sometimes difficult to understand in terms of all the items selected. Numbers such as "Prince Charming", originally vibrant and aggressive, seem very pale when you pick out the melody line on the piano.

This is, of course, a recurring problem when presenting this kind of material to pupils in a classroom when they may already have a "model" fixed in their minds. Tony Attwood does cover himself to a certain extent by suggesting that we should "see the music in this book as merely a set of themes" waiting to be reorganized, modified and varied.

Each song is presented with melody only and guitar chords, although additional melodic accompaniments are suggested. Most of these accompaniments are written for classroom instruments. They vary enormously in their complexity and will need to be studied and prepared beforehand by the teacher or used by fairly competent music-reading pupils. As the material is intended for secondary pupils the melody and accompaniments for some of the numbers could have been presented in a "scored" format with one or two parts written out for transposing instruments such as clarinets and saxophones.

The project ideas cover some helpful practical musical suggestions, such as encouraging pupils to develop chord sequences or improvise over the top of given chord sequences. There are also some more questionable suggestions, such as clapping out the rhythm of some of the songs, and some ideas I found confusing, for example, writing a violin accompaniment to "If I Were a Rich Man". Questions involving a musical response, such as "What key does the song finish in?" as well as some demanding non-musical responses, such as "What was in Eric Clapton's mind when he wrote the lyrics to this song?", are also included. Despite some reservations, this collection does offer the busy secondary music teacher a great deal more than just a collection of songs.



Ernest Shepard's classic illustrations enliven The Wind in the Willows Recorder Book – 10 original pieces composed by Philip Scott for recorder solo, duet, trio, quartet or ensemble. Methuen £2.95.

Birds and Beasts is a beautifully researched and presented collection of 76 delightful songs, carefully selected and commissioned by Sheena Roberts, plus games, activities and relevant information that puts most project books to shame.

The material is grouped in seven linked themes: appearance, habitat movement, language, defences, winter and contact with man. The songs are clearly presented, many with melody lines only and straightforward piano accompaniments and suggested guitar chords where appropriate. The accompaniment suggestions, by Veronica Clark and Sheena Roberts are practical and helpful. The suggested instrumentation is for the usual classroom percussion, both pitched and unpitched, and includes welcome suggestions for violins and recorders as well as some more unusual ideas for wineglasses and sand tricklers.

The instructions for making this and other instruments such as a "Fantasy Turtle Sound Sculpture" are included in a variety of suggestions which are grouped under the heading of "Activities". These range from project-based informative ideas, such as an investigation into flight and finding out about desert life, and the practical work of building a terrarium – for the study of earthworms – to amusing ideas for games such as "Noah's Ark", "Elephants and Camels" and "Web-bing". All the project work has been devised round the sound expert zoological advice of Gill Standring, who is Assistant Education Officer at London Zoo.

The publicity sensibly avoids buttonholing this collection for any particular age range and teachers will find material here that will captivate pupils of all ages.

Mix and Match is a clever singing device and has been with us for some time now. This particular collection, the authors claim, is "designed especially for junior-aged children and non-specialist teachers". They have included some advice and suggestions to try to prove to teachers that if these instructions are followed they will result in "instant and painless partsinging". The songs are presented in melody form only and are musically set out so teachers can see how both the words and the melodies fit together. Guitar chords are provided and chime bar chordal arrangements are encouraged along with a sensible suggestion that recorders might be used to help sustain the melodies.

As always, what might work musically may be inappropriate if the words are to be taken into consideration, for example, in the combination of "Little Donkey" and "Three little speckled frogs". However, despite the fact that the rather insignificant illustrations include an unacceptable representation of an Indian boy and that those of us who remember the original series will have come across a good deal of this material already, many teachers new to the ideas will find helpful material here.

Leonora Davies

A sure bet for BTEC

Three new books from Pitman written for the new BTEC courses

Working in Organisations
Don Davison

Written specifically for BTEC First, this text provides a thorough introduction to the working environment.

0 273 02761 1/£5.95

Communication at Work
2nd edition
Desmond Evans

A practical, progressive text aimed at developing effective communication skills, ideal for BTEC First.

0 273 02759 X/£6.50

People in Organisations
John Harrison and Valerie Bell

A new case study based text written for the BTEC National core unit People in Organisations 1 & 2.

0 273 02283 0/£7.95

Inspection copies available now from Pitman Publishing, 128 Long Acre, London WC2E 9AN.

Pitman

Readathon

Some of the annual events arranged by the book trade give the impression of being very much more to do with the promotion of publishers' profits than with the promotion of reading. One very definite exception is Readathon, a nationwide "sponsored read". Last year, over 75,000 children took part, some 225,000 books got read and a quarter of a million pounds was raised for charity.

Now in its fourth year, Readathon is very much the brain child of Brough Girling. Besides being a children's author (his amusing *Vera Pratt and the False Moustaches* published this year in Puffin features a mother whose chief delight is stripping down motorbikes), he is also heavily involved in the school bookshop movement. "But Readathon is not about selling," he insists. "Children can just as easily borrow the books as buy them."

Last year the money raised went (as it will again this year) to the Malcolm Sergeant Cancer Fund for Children. The fact that it is a fund-raising event makes it a worthy idea but that fact is almost incidental. It's a sponsored read because children like doing sponsored things. Its first aim is to promote recreational reading. Girling believes that many children do not develop "the reading habit" simply because they do not see books getting the promotion given to, say, pop music or television programmes. One of Readathon's aims therefore is to make it "the fashion" to be seen reading a book.

This year, it has been adopted as a Children's Book Week event (October 3-10). Primary and secondary schools wishing to take part can write now to the Readathon office, c/o Books for Students, Bird Road, Heathcote, Warwick CV34 6TB, indicating the number of pupils likely to take part. At the start of next term they will be sent sponsorship forms, materials for display and for a classroom project. The latter consists of either a free VHS video tape featuring Roald Dahl "talking about the fun of reading" or a pack which was also available last year containing an audio tape of Britten's Young Person's Guide to the Orchestra together with an illustrated booklet. Teachers should specify which they wish to receive.

David Self

The 1986 winners of the Carnegie and Kate Greenaway Awards are Berlie Doherty for *Granny was a Buffer Girl* (Methuen) and Fiona French for *Snow White in New York* (Oxford).

CHILDREN'S LITERATURE

The Curse of the Ring. By Michael Harrison. Illustrated by Tudor Humphries.
Oxford University Press £7.95. 0 19 274131 4.
Island of the Mighty: Stories of Old Britain. By Haydn Middleton. Illustrated by Anthea Toorchen.
Oxford University Press £7.95. 0 19 274133 0.

These two new books in the Oxford Myths and Legends series both offer bold and exciting versions of some of the great stories of world literature. Both authors have been faced with intractable source material; both have exercised some licence in forging it into new shape.

Michael Harrison's *The Curse of the Ring* retells the Norse Volsung saga. Concentrating on the story of Andvari's ring, his version achieves a satisfying roundness and completeness of its own. Its prose is calm and measured, and its best in moments of still tension as when Sigurd wakes Brynhild:

> He took Cleave and delicately cut through the gold rings of the chain-mail armour with its point. He lifted the halved helmet from the face of the motionless figure, and dropped it in surprise. There was no warrior, but a beautiful woman whose golden hair now fell to the floor. Still she did not wake. Sigurd cut off the body armour and removed it. Then he saw a long thorn in her wrist. He pulled it out and she immediately opened her eyes.

As this passage indicates, *The Curse of the Ring* is a sensitively written book which is perhaps rather too polite. Haydn Middleton's *Island of the Mighty* takes many more risks with its material. Essentially, the book is a rewriting of stories from the medieval Welsh *Mabinogion* in order to establish a mythical history of Britain up to the birth of Arthur. In order to achieve this, Middleton has had to take quite few liberties with his sources, for instance identifying Merlin with Taliesin and transposing events, images and characters from one story to another.

In the main, the book works best in its earlier chapters, based on the story of Bran the Blessed. This is told with great vigour, in highly-charged poetic prose which only occasionally veers into purple. It was Bran whose severed head, burried in the White Hill in London, protected Britain from invasion, according to the Welsh triads, until Arthur in his pride "disclosed" it, "since he did not desire that this Island should be guarded by anyone's strength but his own". In some ways this moment is the logical end of Middleton's tale, but he stops short of it, at the intricately detailed "Dreams of Rhonabwy", in which the climactic battle of Badon (here, Baddon) is foreseen, together with the coming of Arthur.

The novellistic licence with which Haydn Middleton has sewn disparate stories into a continuous history may offend purists, but it offers a genuinely original perspective on material which is anyway so complex and self-contradictory that the reteller will always be forced to hack a new path through it. Together with *The Curse of the Ring* it makes a strong addition to a series well begun by Harrison's *The Doom of the Gods* and Rachel Anderson's *Reward the Fox*.

A mark of this large-format series is the importance of the illustrations, which occupy the pages in equal prominence to the text. In both cases the illustrator has attacked the stories with great verve. I find Anthea Toorchen's work in *Island of the Mighty* too cartoony, but she makes very imaginative use of space, and her pictures are certainly full of expressive life. Tudor Humphries's illustrations in *The Curse of the Ring* are fittingly more sober and traditional; they seem to me a very effective counterpoint to Harrison's text, unerringly depicting the key moments of the narrative.

Neil Philip

BOOKS



A 19th-century impression of Delhi from the river

Return to Shangri-la

The Golden Oriole; Childhood, family and friends in India. By Raleigh Trevelyan
Secker & Warburg £16.95 0 436 53403 7

"We must at present do our best to form . . . a class of persons Indian in blood and colour but English in tastes, in opinions, in morals and in intellect." This from Lord Macaulay's famous Minute on education (1835). And, (1834), from a paper by the author's ancestor, Sir Charles Trevelyan: "How desirable it would be to engraft upon the popular languages of the East such words as virtue, honour, gratitude, patriotism, public spirit!" (I am assured by the writer/painter, Balraj Khanna, that Hindi equivalents did exist.)

However, in spite of those helpful English words, Sir Charles Colebrooke, the British resident at Delhi, had amassed a fortune in nzirs ("gifts" from Indians) by 1820, no doubt on the principle of "When in Rome . . ." The youthful Charles Trevelyan whose principles were of a different kind risked the ruin of his career by formally charging this miscreant with corruption.

Trevelyan (later Governor of Madras) was an avid crusader, whether his goals were sanitation, sewage or education. Florence Nightingale constantly pressured him on the first two. On the last he wrote to Lord William Bentinck in 1832 "I long to see such a system of education established in India as already exists in the state of New York, in the New England states and in Russia and such as it is now proposed to establish in France and England".

Macaulay's goal was to implement a legal system in India that would safeguard "equality under the law irrespective of race, rank or colour." His desire to form brown English persons would in his view have been to further this end. Both men were idealists with practical dreams to fulfil.

The golden oriole of the title stands, I think, for a dream, a vision, political or personal, future or past, a breath-taking sight or Proustian memories of childhood. In my parents' garden in Srinagar we would occasionally see one. There is something unearthly about the glinting gold of this small bird.

Raleigh Trevelyan's absorbing book is a busy, be-jewelled plait in three different "time-strands". In each strand he is, in a way, testing out the golden oriole against reality. The first strand, his journeys through various parts of India and Pakistan (1978–84), links through to the others as he retraces the history of his family and ancestors. He also visits his birth place, Port Blair, a penal colony where their servants were murderers. Here the time-switch is to the war-time occupation by the Japanese. His childhood in Gilgit and Kashmir feeds all three strands.

Yes, he does see and hear the oriole, though other sights are traumatic and wounding. The very personal story of his parents' marriage begins and intertwines with political happenings in the Twenties and Thirties and (strand three) a century earlier.

Trevelyans and their relations (Macaulay was Charles Trevelyan's brother-in-law) have been part of an elite network that governed India for over a hundred years. Strand Three is partly an episodic biography of a family, mainly featuring Sir Charles, but also a guided historical tour and reconstruction of events, some famous – or infamous depending on whose point of view – most of which are evocatively supported by telling quotes from family letters and papers. From this source, too, a richly detailed picture emerges of everyday British life in India.

The author has the marvellous knack of making even humdrum aspects fascinating. Thus, Macaulay on British dinner parties: "The conversation is the most deplorable twaddle . . ." Lieut. Colin Macaulay's compensation claim list when his house was looted in 1808 begins with 302 shirts, 140 waistcoats, 170 pairs of nankeen pantaloons, 126 pairs of stockings, and 60 pairs of silk stockings.

The first two strands are dotted with vivid sketches of famous people. Jawaharlal Nehru, while at Harrow, for instance, was given one of G M Trevelyan's books as a prize. It influenced his attitudes, we are told. When E M Forster was in India he talked about Indian music, at a party, to a Mr Godbole who sang a song to him.

The book's dedication is "For those who still remember Shangri-la". Those who still do should find it compulsive reading, I did, and not only because last year I, too, made my return journey to Kashmir. For "strangers" a medley of three books in one may not be entirely satisfactory, but surely not less than interesting, particularly as the author comes though as such a likeably fair-minded guide.

Linette Purbi Perry

Peacework

Troublesome People: Enemies of War 1916–1986. By Caroline Moorehead.
Hamish Hamilton £14.95. 0 241 12105 1.
A Time For Peace: Pacifism, Internationalism and Protest Forces in the Reduction of War. By Peter Calvocoressi.
Hutchinson £12.95. 0 09 16755 2.

Caroline Moorehead is a feature writer on *The Times*. Except that she is more sympathetic to the peace movement than the editorial stance of her newspaper would suggest, she has written precisely the kind of book to be expected of a practitioner of her craft.

She presents what is in effect a series of sketches of episodes and personalities, mainly British but reinforced with the fruits of excursions to Europe, the US and Japan. Sometimes her feature-writing habits run away with her, as when she cannot resist embellishing an interesting account of how one Jehovah's Witness coped with life as a conscientious objector during the Second World War with an irrelevantly detailed description of the Seaford semi in which he now lives. Yet in general these sketches are vivid and effective; and where they are based on interviews they also provide fresh insights, albeit of an unsystematic kind.

Indeed, they suggest that Ms Moorehead could have produced a valuable study of the psychology of the peace campaigner had she decided to make this the focus of her book (and had she also put in the necessary additional research). As it is, her work lacks a discernible focus. Sketches, however successful in isolation, do not add up to a coherent book simply by being strung together into a chronological sequence. Analysis and argument are also needed; and these are not in evidence here.

In part this is because Ms Moorehead is uncertain about how much of the spectrum of "enemies of war" she is writing about. In her foreword she states correctly that many of the people she includes would not describe themselves as "pacifists", yet in the same breath makes the questionable and ostensibly contradictory assertion that "all would see themselves as belonging to some kind of pacifist tradition". Nor is the body of the book more helpful on this point: when she discusses the peace movement in Britain in the Thirties, she gives most attention to the Peace Pledge Union, an absolutely pacifist organization, yet goes on to make the puzzling claim that at this time "supporters of the peace movement . . . advocated collective resistance to aggression".

Not only is she hazy, to say the least, about the different strands of anti-war thinking, she is careless about facts – indeed the book is riddled with minor but irritating errors. The peace movement deserves better than feature-journalism, however good of its kind.

Peter Calvocoressi's book could scarcely be more different. Now in his mid-70s, Calvocoressi can look back on a varied career as publisher, academic and expert on international relations. His unusual experience has been distilled into an idiosyncratic book – a discursive extended essay of a kind with which the subscriber to an early 19th-century review would have been completely at home. The modern reader may not know quite what to make of a work that does not fall into any of the usual categories, such as monograph, polemic, work of popularization, or textbook.

The first half is a brisk historical survey of ideas about war and peace: though learned, its scholarly or informative value is limited by its brevity and total absence of footnotes or bibliography. The second half is a ruminative exercise in commonsense political philosophy; but it arrives at no conclusion other than the need to treat international law with more respect.

The book as a whole is, however, packed with fascinating and perceptive throwaway remarks about a wide range of issues, ranging from terrorism to pacifism. The reader always travels intelligently, even if he does not arrive anywhere very startling.

Martin Ceadel

Splendid inconsistency

The Glenn Gould Reader. Edited and introduced by Tim Page.
Faber £12.50. 0 571 14852 2

This 450-page anthology of Glenn Gould's writings over 25 years is quite simply one of the best books by a musician that I have read. It is not for an extremely intelligent and provocative book on music it rungs over topics as diverse as the morality of war, the intellectual history of Russia and the urge to travel to the far north, and provides a comprehensive introduction to the ideas of a splendidly individual mind.

Gould was, above all, an enthusiast, and his enthusiasm touches every word he wrote. His enthusiasm for music of all kinds, from Webern to the songs of Petula Clark, is of the no-holds-barred sort one associates with adolescents, and certainly Gould seems to have retained his adolescence intact in several areas of his personality (his sense of humour, for instance) while also acquiring an old man's wisdom by his early 30s. Like others who have died prematurely – he died in 1982 at the age of 50 – Gould achieved a whole lifetime's experience and accomplishment in half the space.

Gould was notorious for his belief in the superiority of recordings to live concerts: he renounced the concert platform at the age 31 and to the end of his life maintained that concerts would disappear altogether by the end of the century. There are some carefully argued articles here eleborating these views. His programme notes and analytical essays are profoundly challenging, whether on his favourite music (Strauss, Schoenberg, Hindemith, Gibbons) or unfavourite; like most popular Beethoven and almost all of Mozart. Gould disapproved of Mozart as a rather frivolous hedonist; he himself was a stern puritan (his Scots background?) and a moralist. But his ideas are delightfully inconsistent, as befits someone who gave a brilliant address to graduates of the Toronto Conservatory of Music (it forms the prologue to the book) on the perils of systematized thought.

A small complaint: a complete Gould discography would have been a valuable addition.

David Matthews

Correct, at present

The White Bear. By Alan Haynes.
Peter Owen £15.95.

Mr Haynes complains that the Earl of Leicester has been "virtually ignored by academic historians". Such neglect, for one of the two most important men in Elizabethan politics, calls out for explanation.

It seems that the blame for this unfortunate state of affairs must be placed squarely upon Leicester himself. William Cecil, his rival in the Elizabethan Privy Council, was a man who loved to have things on paper: he planned on paper, thought on paper, and even moved on paper. As a result, he left behind him immense volumes of papers, which have been a happy hunting ground for historians ever since. Leicester, by contrast, was a man who seems to have preferred to operate by word of mouth. Moreover, Cecil left a dynasty which continues to this day, and guards possession of many of his papers to this day. Leicester, on the other hand, died without legitimate issue, so there was no one with responsibility for caring for the papers he did leave behind him.

As a result, whoever writes a successful biography of Leicester will need all the skills of George Smiley. Moreover, he will have to pick up small clues from an incredible bulk of scattered sources. He (or she) will have to be prepared to invest two years' research in a section ten pages long, and repeat the process many times over. It will be necessary to comb such little used collections as the Court of Wards records, Chancery decree rolls and many others. Only thus can the influence Leicester exerted be slowly reconstructed. Only then can illusion that the "Anglican" church, as known to later centuries, existed in the reign of Elizabeth I.

We are still waiting for an adequate biography of Leicester. The task should not be attempted in less than 20 years, and whether under contract funding, anyone will be allowed to invest that long in it yet remains to be discovered.

Conrad Russell

Virgin territory

Voyages to the Virginia Colonies. By Richard Hakluyt.
Century £5.95. 0 7126 9574 5.

An excellent Introduction by A L Rowse sets the scene for Richard Hakluyt's account, rendered in modern English, of the first Elizabethan "plantings of Christian habitations" in North America. Gilbert's colonizing of Newfoundland in 1583 was the first, to be followed by successive voyages to, and colonizing of, Virginia by Raleigh and Grenville in 1584–85.

Hurricanes, difficulties of terrain and the unpredictable behaviour of the Indians made life hard and uncertain for the settlers, in spite of the country's vast natural resources. Their courage and tenacity are much to be admired, but the legitimacy of erecting "the Arms of England, engraven in lead, fixed upon a pillar of wood" remains open to question.

Eric Church

ARTS

Television

Academics, and other misfits

"For British citizens, a sociologist makes the ideal deity." Adapting Alison Lurie's **Imaginary Friends** (ITV, June 22, 23 and 24), Malcolm Bradbury moved the setting of the novel from the USA to England and drew on his own familiarity with British academic life for the occasional one-liner ("anybody who's worked in a university is perfectly at home in a nuthouse"). Something else changed, too, in the transition to television. The thesis, that sociologists cannot study their own species without being part of the evidence, was made strongly enough, but with less emphasis on the mendacity of the enterprise. Professor McMann (John Stride) and his assistant (John Duttine) set out to discover the truth about the Truth-Seekers, a fringe religious sect whose members claim to be receiving guidance from the planet Varna. In their own search for the truth, the two academics assume that the group is composed of misguided social misfits and can only infiltrate it by lying about their status and their intentions.

The perversion of the end by the means McMann employs to attain it is more evident in the novel, while the eccentricities of the lesser Truth-Seekers and the details of their ritual are left largely to the reader's imagination. Perhaps it was the atmosphere of Cromer that led the camera to dwell on the details of dress, habitat and behaviour until you found yourself wondering what kind of person could belong to such a sect, and why; in other words, asking a typical sociologist's questions.

Not content with this critique of modern academia, Professor Bradbury also did the business on Tom Sharpe's **Porterhouse Blue** (Channel 4, June 3 to 24) in the grander setting of a (luckily) fictitious Cambridge college dominated by its head porter. As Skullion, David Jason rose above a plot involving clouds of inflated condoms and masked orgies to give a portrait of a man who was both ruthless and obsequious in his attachment to Porterhouse traditions. This Skullion, outwardly servile yet full of low cunning, was a character of high comedy.



Ian Richardson and David Jason in *Porterhouse Blue*

Bulman (ITV, from June 20) is back from Shanghai, starting with an episode in which he gently, but emphatically, disposed of the killers contracted to dispose of him, before cutting off his ponytail and getting down to the job of discovering who shot the journalist at the racecourse. Residence in China has not improved his head cold or his respect for authority. He still scowls at his image in the shaving mirror and needs Lucy (Siobhan Redmond) to deal with the boils on the back of his neck. Who, why and how are relatively unimportant in *Bulman*. What matters is that the murder victim had "a wonderful collection of foreign toiletries".

Floodtide (ITV, from June 14) and **Boogie Outlaws** (BBC2, from June 25), in their different styles, edge closer to life in Eighties Britain (though Bulman does appear to live in a rehabilitated portion of London dockland, which explains why, unlike other seedy private eyes, he demands a fee of £300 a day plus expenses). *Floodtide* has everything: drugs, politics, MI5, and a central character who is keeping British decency alive while exiled in France. *Boogie Outlaws*, a near-relative of *Tutti Frutti*, is set in a parallel modern British police state where pop music is a subversive activity – the sort of Tomorrow's World (BBC1, June 25) where television would consist entirely of the Prince of Wales handing out awards to inventors of inspectable water-cocks and dirt-repellent glass.

Television sport has been having a bad time, with rain at Wimbledon, criticism of Channel 4 coverage of the US Open on **Right to Reply** (Channel 4, June 27), Frank Bruno disposing of Chuck Gardner (BBC1, June 27) in a 59-second commercial for a ban on boxing, and **The Jesse Owens Story** (Channel 4, June 16 and 23). On the other hand, wildlife documentary, usually an excuse for naturalists and camera teams to take expensive holidays away from the human race and its messy concerns, has been marvellously rehabilitated by **In the Shadow of Fujisan** (BBC2, June 17 and 24, July 1), three studies of monkeys, cranes and turtles in the context of Japanese life. Of course, the photography was splendid: you expect that, just as you could predict the soundtrack of Oriental music. But, for once, these were not the main motive for programmes which convincingly argued the importance of the natural environment to a particular culture and religion. And Japanese naturalists, we learned, accept that in studying other species they become, like sociologists, part of the evidence.

Robin Buss

Radio

Archery

In his memorable parody of *The Archers*, Tony Hancock played an actor as the rustic Joshua Merryweather. Jealous of the grip held on the serial by the actors playing the uppity farming family, he organized the death of the "Bowman" clan by ensuring the script had them fall down a disused mine-shaft. The "real life" Archers seem to have just got their own back on the rustics. Following the death of the actor who played Jethro Larkin, the character has been posthumously assassinated in Ambridge's equivalent of a chain-saw massacre.

The appeal and durability of this long-running soap were examined last weekend by Barry Norman in **The Saturday Feature** (Radio 4). He began with a selection of some of its more famous "dum-di-dum-di-dum" closing lines including the death of Grace, the birth of Tony (he's now 36), Jennifer's famous pregnancy and Jack Woolley fawning on the real Princess Margaret. We heard the well-worn story of how it all began back in 1950 as a sort of "farming Dick Barton", its early heavy-handed attempts at propaganda on behalf of the Ministry of Agriculture, and details of the mammoth card index that records such facts as Phil Archer's dislike of gorgonzola.

But this was not just a love-in for a great BBC (and British) institution. We heard some fairly savage attacks on the quality of the writing of the series in the late Sixties (bur nothing of whether the subsequent quarrels have yet been healed); we heard of the problems of writing episodes which have to contain five scenes, no more than seven characters (to keep within budgets), and use each actor in at least two scenes per episode. Liz Rigbey, the present producer, also seemed to give in her notice on air. Accused of changing Brian Aldridge's character, she answered that the serial had certainly changed her character and, after only a year to two in the job, was tired of waking up dreaming about Ambridge.

Nevertheless, *The Archers* is an endearing and enduring example of popular radio drama. It will be interesting to see how the new (additional, I hasten to add) radio soap will fare later this year. There are certainly those who would like it to fail because it will mean one less "Afternoon Play" per week. I hope it succeeds. Until radio drama proves it can still invent habit-forming serials and series, its territory will be under threat from the hungry hoardes in News and Current Affairs.

David Self

Lit. Comp.

Competition No90. Report by Charybdis

Invited to anticipate extracts from the Memoirs of Wilberforce, Number Ten's long-serving, recently-retired moggy, fewer of you than usual responded. Perhaps, in an election-sodden month, you were either too preoccupied with politics yourselves or (like Charybdis) sunk in the lethargy of election satiety. However, several of you sparkled. George Moor wins £5 for this glimpse of the Westland hurricane:

"Heseltine slammed the door with such fury that the descending Roubillac bust of the Earl of Oxford would have taken all my lives. Fortunately I was merely pinned under the neck. Margaret sprang from her chair, at once massaging my heart and ordering a saucer of brandy . . ."

Another of his entries earns £10, as do those of Martyn Berry, Michael Birt and Russell Lucas; and part of John Stanley's entry wins £5.

I have known four Prime Ministers. Mr Wilson smelt of pipes and called me "The Great Emancipator". I didn't like him. Mr Heath had a jolly laugh and tickled my belly. He was nice. Mr Callaghan ignored me but Mrs Callaghan was generous with milk. For nearly half my time I had Mrs Thatcher. Only Marcia Falkender had claws as sharp as hers. We didn't get on well at first, but Mrs Thatcher soon realized who was boss.

I used to hide under the big table. One day a foot landed on my tail and I sank my claws and teeth into a pin-striped leg. It was Mr Pym's. There was an awful scream. I thought Mrs Thatcher would be cross but afterwards she stroked me. "Look", she said. "You stick to the ones in the wainscot and I'll deal with those in the Cabinet".

Martyn Berry

I regretted the end of my rollicking slap-dash ship's cat days with Sunny Jim, free as they were of any attempts at "music" like those that had flawed co-existence with the other sailor. But my first impression of the new incumbent was unfavourable ("Has it got fleas?"). I saw that I would have to mind my Ps and Qs. Her harping on thrift seemed to dash any hope of licking out a sardine tin again.

The Press proved my salvation. With a need for pictures to show the PM in a motherly caring aspect and babies and lambs not abounding at number 10, there remained only myself and the policeman at the door as models always to hand. He had a button resewn on his shirt, and on *The Times*' front page I was shown in her arms with her gaze radiantly on me. I made the most of it – purring like a mad dynamo and gazing adoringly. This was the turning point. We had an interest in common . . . survival.

George Moor

I have often been asked about the last eight years of my rule at No 10 and must confess that I was greatly perturbed by early references to St Francis. We cats well know that the Franciscan style has its disadvantages; there is undue insistence on the rights of mice and birds, and there is often a certain austerity. We see often that piety in the parlours results in coldness in the kitchen and I must admit that my heart sank on that memorable day.

John Stanley

I got pretty nifty at dodging Harold's flying dottle but one night his pipe shot sparks all over me. He tried the fire-existinguisher but it was a relic of Churchill's days. Eventually Mary Wilson put out my blaze and I left a deep wound on her knee – really it was Falkender who gave me itchy claws but I couldn't get through the perfume barrier.

Bachelor Ted often stroked me and made ghastly jokes about Debussy but I always had the feeling he might want a bit of catgut for his pal's violin.

Although Maggie has a reputation for pinching milk she's no meaner with my food than Callaghan was, providing I meet her strict quota of a brace of mice a week. Anything over that earns me a mingy little tin of fish. Foreign muck.

Michael Birt

Ted was such a sweet man, but he did cause a row with his expressionistic piano playing . . . Crumbs . . . how that loud pedal gave me kittens. Marcia, on the other paw, kept treading on me, although I once terrified her with an evil yowl, then raced round the kitchen, causing sufficient confusion for me to grab a lump of the Sole Bonne Femme.

Now Harold had super feline qualities and a devious way with Mary. Did she even suspect that he chomped through three Mars bars before his secret triple Drambuie every night? Wonderful what a strong mouth-wash will do. As for Jim . . . so utterly ducal. It really takes the lower middle class to do the patrician bit with panache. Meeow . . .

Old Maggie was not a Moggie-wallah at all. I kept out of her way lest she replaced me with a sub-contracted, privatized, electronic mouser . . . Lord . . . and those empty cirrhosis bottles around the dustbin . . . Oh Denis . . . what an obstacle course for a working cat . . .

Russell Lucas

Competition No 92. *Set by Charybdis*

"They queued and fought for tickets" was one of the press comments on *Let us go then, you and I* – a celebration of the life and poetry of T S Eliot now at the Lyric Theatre. Please incorporate the phrase ("They queued and fought for tickets") as either part or all of a line in a piece of verse (maximum 16 lines) which is either a pastiche of Eliot himself or a poem of your own. The subject (whether it's Eliot or you writing) is entirely up to you. Closing date: July 15.

Preview

Supplementary benefits

Bandung File.
Channel 4, Saturday, July 4.

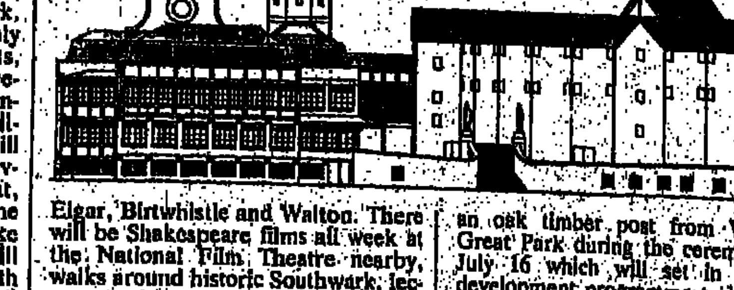
The whole of *Bandung File* on Saturday is being devoted to the issue of supplementary schools for black pupils whose parents are dissatisfied with the mainstream educational system. There are two reasons for this dissatisfaction. The first is the view that, fundamentally because of racist attitudes, but also for other reasons, the state educational system is failing black pupils, who are consequently disadvantaged when they leave school and caught in a cycle of alienation and rejection. The second is that schools with a predominantly white teaching staff cannot offer black pupils role models or an understanding of their cultural background.

There are, in fact, two solutions. One is supplementary education, properly so called, which since 1971 has offered additional schooling for black children outside normal school hours; the other is the model provided by schools like John Loughborough, a Seventh-Day Adventist school in Tottenham, where practically all the students are of Afro-Caribbean origin. It claims remarkable success, not only in GCE exam results, but, more fundamentally, in increasing motivation and repairing battered self-images: "this school brings out the real you," says one pupil on the film.

Another aspect of both types of supplementary school is the involvement of parents as governors and the increased interest they take in the progress of their children. The schools tend to offer a more "traditional" curriculum, emphasizing the 3Rs and the "correct" English that the children will need to compete in British society. As the subsequent discussion shows, not everyone would agree with the analysis of the failure of mainstream schools, and ILEA leader Neil Fletcher suggests that black parents must learn to use the system and to bring pressure to bear on it. Meanwhile, schools like John Loughborough are looking for greater support and recognition of the part they can play.

R B

Shakespeare's London will come alive again during a week of celebrations to mark the beginning of work on the reconstruction of the Globe, Shakespeare's most famous theatre, on its original site in Southwark. International Shakespeare Week (July 10 to 19) will include numerous events, among them a Ground Breaking Ceremony attended by the Duke of Edinburgh on July 16 and Bankside Children's Day on July 19 when there will be six hours of entertainments involving Punch and Judy, Roland Rat, inflatables and jugglers. The Shakespeare London Fair will take place between July 16 and 18 and will celebrate Elizabethan London with displays of handicrafts of the period, jugglers and mime artists.



To launch the week there will be a Shakespeare Gala Concert at the Royal Festival Hall on July 10 attended by leading Shakespearean actors and stage personalities. It will feature works by Maxwell Davis, Elgar, Birtwhistle and Walton. There will be Shakespeare films all week at the National Film Theatre nearby, walks around historic Southwark, lectures and contemporary plays at the Shakespeare Globe Museum and Elizabethan poetry and music at Southwark Cathedral. At 3pm on July 19 a special service at the cathedral will mark the close of the week with choral works sung by the cathedral choir.

The Duke of Edinburgh will present an oak timber post from Windsor Great Park during the ceremony on July 16 which will set in train a development programme to be completed by 1992. There will be 24 timber posts incorporated into the structure of the Globe donated from other countries including Spain, Nigeria, the USSR and Finland.

Further details from Judy Digby, 01-261 1353.

ARTS



Anna Tzelniker aged seven, and with her father Meier and director Robert Atkins in the 1946 production of *The Merchant of Venice*

Last of the mohicans

Sue Surkes talks to the only Yiddish-speaking actress in England

The theatrical wheel has come full circle for Anna Tzelniker, doyenne of the Yiddish theatre that flourished in London's East End until only a couple of decades ago. At the age of seven, while still living in Rumania, she played the part of Tzeitel's son in the forerunner to *Fiddler on the Roof* – *Tevie der Milchiger* (Tevya the Milkman). She had a sparkling career ahead of her.

Last month she finished playing Yente the matchmaker alongside Topol in an English production of *Fiddler*. The Yiddish parts are now few and far between. At the age of 64, she is the only Yiddish-speaking actress in England still performing in the language. Together with the actors Harry Ariel and Bernard Mendelovitch, she plays wherever she is invited.

That the financial backing and the audiences no longer exist is a reflection of changing times. Yiddish – the language of the Pale of Settlement – is now little spoken in Jewish homes. But as a new exhibition about Yiddish theatre at London's National Theatre* shows, it once formed the backbone of an East End culture that spawned one of the city's most fascinating and least known theatrical traditions.

Created by and for Jewish immigrants late last century, Yiddish theatre brought echoes of der Heim (the East European home) to thousands of immigrants at venues such as the Feinman Yiddish People's Theatre (known as the "Temple"), the Grand Palais, the Pavilion Theatre, with its Victorian galleried splendour and the Adler Hall, taken over from the Jewish baker's union.

It reached its zenith between 1918 and the late 1920s and enjoyed a brief revival during and after the Second World War. Even non-Jews of the time will remember *The King of Lampedusa*, the longest-running Yiddish play that lasted through eight months of 1944.

Anna Tzelniker still vividly remembers the enthusiasm of the East End theatre-goers who would leave the "tsores" (worries) of the sweatshop behind and fill the auditoria on a Saturday night, stampeding for tickets whenever an American star such as Leo Fuchs, Benzion Witler or Henrietta Jacobson hit town.

Notions of social class were left behind at the box office door, she recalls, as "everyone from the master tailor to the under-presser" squeezed in, ready for an evening of laughter, tears, songs and shouts of "oy vey!" "It was a social occasion, a family affair. We knew the regulars, who sat in the same seats every week – and God forbid anyone else took their places – and they knew us."

After the founding of the State of Israel in 1948, every performance began with Israel's national anthem followed by the Queen's. The show lasted for four hours, the season from the end of Yom Kippur (the Jewish day of Atonement) until just after Passover.

The theatrical diet was a varied one that ranged from the literary classics of Sholom Aleichem to those of Shakespeare – Ms Tzelniker played Portia to her father Meier's Shylock in an aclaimed production of *The Merchant of Venice* at the Adler Hall in 1946. Other Shakespeare plays were adapted and brought closer to home. *King Lear* became the Jewish father of three daughters in Vilna; *Hamlet* provided the inspiration for Der Yeshiva Bocher (the Student of Jewish Law).

But it was a mixture of comedy, melodrama and musical that could be best relied on to draw the crowds with poignant evocations of life in the Pale of Settlement, the traumas of adapting to new life in America – most of the scripts came from the States, the pain of inter-generational conflict and the dangers of assimilation and inter-marriage.

The box office proceeds mattered most. Productions were nearly always mounted on shoe-string budgets. And the actors and actresses – many of whom spent the war years playing hopscotch all over Europe because of temporary work permits – were utterly financially dependent on the theatres' success. With the increasing Anglicization of the Jewish Community and the advent of cinema and TV, Yiddish theatre's demise could only be a matter of time. The final blow came with the closure of the Grand Palais in 1962.

"We're the last of the three mohicans holding on by the skin of our teeth to keep Yiddish theatre alive here," said Anna Tzelniker at the opening of the National Theatre exhibition. "After us? – Only God knows."

* *Yiddish Theatre in London 1880–1987 – an exhibition of photographs, posters, costumes and other memorabilia – can be seen in the Lyttelton Circle Foyer of the National Theatre. Compiled by the Museum of the Jewish East End, it runs until August 8.*

Honouring Humph

All jazz fans will – and all musicians ought to – be quietly delighted at the news that Humphrey Lyttelton is to receive, on July 17, an Honorary DLitt of the University of Warwick. Now in his 40th year in the business, "Humph" is a towering figure in British jazz. As performer, broadcaster and writer he had consistently preached the worth of the music which brought him disapproval at Eton and a reputation as the only Guards officer ever to have blown reveille with bluesy embellishments.

Humphrey Lyttelton's great strength has always been his refusal to accept the recondite and essentially destructive partitioning of jazz into various competing styles. Armed with wit, sense, taste and a mastery of words he has argued convincingly and influentially that the only jazz that matters is good jazz.

Humph's supporters at Warwick wanted to recognize all of this, and also to express appreciation at Humph's encouragement of young players. Appropriately, too, Warwick has this year included jazz appreciation in its undergraduate programme for the first time.

Although common enough in the States, jazz musicians with Honorary Degrees are not exactly thick on the ground over here. Indeed Warwick think that Humph may be the first. He is, of course, delighted, and interrupted a holiday long enough to tell me so. "I am very pleased and honoured that jazz is being recognized in this way. And perhaps (and here a touch of the Lyttelton languid wit came down the line) it might counteract the image of the inarticulate and monosyllabic jazzman!"

Gerald Haigh

Nursery slope in danger

Philippa Davidson on the institution behind tonight's Wigmore Hall concert

Royal Academy of Music Junior Department Concert.
Wigmore Hall July 3, 7.30pm.

The Royal Academy of Music, currently the focus of a flurry of press attention over staff job losses, demonstrates the excellence of its junior department at a gala concert at the Wigmore Hall this evening.

The Junior Academy, founded some 50 years ago as a charitable trust, is now an acknowledged nursery slope for young players dedicated to making a career in music. In common with the junior departments of the other music colleges, it provides the kind of early musical training that is routine in Japan and Eastern Europe but still comparatively rare in Britain.

Children from 10 upwards are eligible for admission, and tuition is offered in two instruments. Younger students will always be considered. Olivia Halloff, who plays Tchaikovsky's "Meditation" at this evening's concert, entered the Academy at seven and at fourteen is the youngest of the seven performers. The normal entry requirement is a Grade V with distinction but more important, says director Gavin Brown, are flair and commitment.

Local authority scholarships are available to cover the fees of £340 per term. In practice, some l.e.a.s (notably Essex and Surrey) are more forthcoming than others. Many are reluctant to award scholarships to over 14s, and those such as Kent who are developing their own music centres may prefer to keep their musical talent within the county.

Membership of the Junior Academy does not mean an automatic passport to the senior department, although some of the star pupils I talked to had places. Surprisingly, around 82 per cent do not go on to train as performers. Gavin Brown feels that the Junior Academy's most important role is to provide young players with a taste of the rigours of the conservatoire and hence the chance to pull out before it is too late.

The concert is held in aid of the £4m Appeal, launched last year, in the words of the principal Sir David Lumsden, for "people and things": bursaries, instruments, refurbishments and most controversial, the appointment of superstar professors such as international violinist Anne-Sophie Mutter. The Appeal is not intended to cover the day-to-day running costs of the Academy, emphasizes administrator John Bliss, in answer to critics who might point out that money saved on the salary of a sporadic superstar might go towards preserving the job of a less glamorous regular. The axing of eight professors and two administrators and the 12 contract reductions are an inevitable result of DES financial constraints, he stresses.

What progress has the Academy made in its plans to provide a better and more relevant musical education for its students? The Appeal has now reached about £750,000 which is reasonable, thinks John Bliss, in view of the number of appeals currently under way in the world of music. The redundancies, he insists, are part of the overall plan to streamline the Academy, "It's no good providing today the courses of yesterday", he says, justifying cutbacks in theory and harmony courses. "We exist to train performers. Many more people listen to jazz and opera than to Lieder and in the end we want our students to get jobs."

Numbers of students have been reduced from 600 to 580, but the Academy still awaits DES permission to reduce places to its target of 400.

The junior department has benefited from the Appeal and now has 10 more bursaries to offer. Gavin Brown hopes more funds will be available for individual tuition, an aim shared by the staff of the senior department.

Tonight the star pupils play a programme of chamber and solo works by Haydn, Poulenc, Mendelssohn, Chopin and contemporary composers. The concert should do much to regild the Academy's image at this difficult time.

Free dance

In a gala performance, the **Clwyd Dance Project** celebrated the Delyn Festival in style last month. The high standard of the youth groups has attracted attention from some of the best dance companies in Britain who have accepted members for advanced courses.

The starting point of animateur Holt's work is to engage members in a study of dance as a liberating art form remote from formal ballet training. There are no entry restrictions apart from age and pupils are encouraged to reach the level of attainment best suited to their own needs. The emphasis is on ensemble practice in which hierarchies and any notions of sexism and class distinctions are firmly banished. By using the work of a number of choreographers, youngsters are exposed to a variety of styles. Duncan Holt's own work, *African Sunset*, has been one of the most successful dances in the repertoire.

Judy Meewezen

For further details or information about the summer school to be held in August telephone 0352 56331.

THE TIMES



Five billion

The world's population is about to pass the five billion mark. Next week *The Times* examines the implications with a series of reports from the global stress centres of overcrowding and starvation, and elicits expert views on the hard options facing mankind



. . . and regularly in *The Times*, **Bernard Levin** on the way we live now, **John Clare** on education, **Irving Wardle** at the theatre, **Jane MacQuitty** on wine, **Peter Ackroyd** on books, **Barbara Amiel's** viewpoint, **John Woodcock** on cricket, **Philip Howard** on words, the humour of **Mel Calman** and **Barry Fantoni**, **Rex Bellamy** on tennis, the unique *Times* **crossword** . . . and much, much more each week

THE TIMES
The world's most famous newspaper 25p

OPEN LEARNING

Studying what you want, where you want



An attitude of mind

RICHARD FREEMAN

Alice sits at home learning to write games programs on a computer. Bill, Alice's biology teacher, is following a radio language course, dreaming of a holiday in Spain. Alice's mother is out on the road, learning to drive in the family car. They all have one thing in common: they are open learners, studying "what they want, when they want and where they want".

Most of us engage in open learning. It's how we usually learn to cook, repair cars, bring up children and play musical instruments, and, contrary to the view that open learning is somehow difficult or only for the highly motivated, most people are comfortable with it.

Definitions of open learning abound. The term is, after all, only a loose catch-all for an attitude of mind about learning. Its relations – learner-centredness, flexible learning, experiential learning – are all distinct but the boundaries between them are blurred.

Open learning emphasizes learning rather than teaching. It also looks at the conditions for successful learning. We know that this only takes place when the student is motivated, has the appropriate prior skills and knowledge and can go at his or her pace.

All these features emphasize that learning is an individual process. You can teach a group but only an individual can learn.

Open learning started with adults. They turned to it because it offered them choice and flexibility that they couldn't get elsewhere. With open learning, it doesn't matter how much you already know or what you can do: you start at the point that suits you. It doesn't matter whether you have an hour a week or five hours per day for study: you go at your own pace. It doesn't matter how far you want to go because you decide, not the group or a teacher.

Open learning comes in a wide variety of modes. Each is a response to some special need.

FlexiStudy (run by local further education colleges) offers home study courses to busy adults. The college buys in open learning materials (not textbooks) and adds a tutor. This enables a home-based adult to fit a course around work and family commitments.

FE workshops provide a room in a college dedicated to one subject. The room is equipped with learning resources and equipment. Students call in at times to suit them, following courses that they have planned with their tutors. For example, in several colleges, there are workshops for maths, English and foreign languages. Although hundreds of students may pass through a workshop in one day, no two will have studied exactly the same material.

In employment-based open learning schemes, employees fit training around their work. Using rooms set aside for learning, they can leave production lines or desks when work flows permit. Each employee works on a personal learning programme, aiming only at a defined standard of performance.

In schools, open learning has grown both through the Council for Educational Technology's "supported self-study" approach and through the National Extension College Flexible Learning in Schools project.

Schools can use it to overcome some of the difficulties of meeting individual needs through class teaching. No two pupils have exactly the same requirements. They rarely start from the same point; they rarely progress at the same pace or have the same difficulties. Coping with this in a class is not easy – at best the pace and content must be a compromise. Open learning breaks through by its emphasis on learner-controlled pace and content.

It also requires activity on the part of the learner. It is all too easy for a pupil to be passive when a teacher leads the class. A good teacher may unwittingly be so helpful (with notes, handouts, advice) as to create dependence. We see this when pupils complain at exam time that their class hasn't finished the syllabus. If the teacher hasn't taught it, it can't be learned. Because open learning shifts the emphasis away from teaching, the learner becomes more active. Even the passenger in the back row has to do something.

Open learning also helps prepare pupils for adult life, which requires cooperativeness and puts a premium on individual initiative. The competition so often fostered at school is a liability in the office or factory where being a member of a team is the normal way of working. Yet, at the same time, adults must be able to take initiative. After school no one tells you what to do: you decide. Open learning in schools fosters initiative (you pace your own learning, help assess your own progress) and cooperation (you consult others, work in small groups).

It can also widen choice. A school organized around class teaching is limited in the range of courses that it can offer and the combinations that can be timetabled. With, say, a workshop approach, and combination of subjects, the pupil can fit in the learning at whatever times suit.

Emphasizing learning can sound like making teachers obsolete. No doubt some administrators and politicians see it that way, anticipating the savings that can be made. But far from making teachers redundant, it just changes their role. Preparation is reduced because of the high use of published materials, teaching is greatly diminished and marking is reduced. Instead, teachers negotiate individual learning programmes, help pupils assess their own progress, manage learning programmes, diagnose problems and help with individual difficulties. And, of course, promote the conditions for successful open learning such as peer group working.

So, the teacher finds no rest. But those who have introduced open learning have reported improved pupil motivation, fewer behaviour problems, better exam results and a general sense of greater job satisfaction.

Richard Freeman is Courses Director at The Open College.

Student support services

Acting as catalyst



ANNE GRAY

It's extremely tempting to close one's eyes, sit tight and fondly hope that this newest fad will simply go away. The implementation of open learning strategies poses yet another problem for an education system already creaking under the stress of current and proposed change.

Few can refute the arguments employed to promote the concept of more open access but most are all too aware of the practical attendant difficulties. Tutors and students alike, the majority of whom have only experienced formal, traditional modes of learning, have become educationally institutionalized in their habits. They must develop new skills and attitudes if the opportunities presented by more open routes are to be properly grasped.

Despite considerable improvements in the design and availability of learning packages and in the readiness of people to consider this way of learning, the materials and the will are often not enough. The catalyst of tutor support and the provision of student services are usually required to weld the whole into a worthwhile learning experience.

The student who can, unaided, wade his way through the menu and then the individual courses is rare indeed; resources to do so – both personal and physical – do not come easily. The tutor who can, unaided, adapt to the new role required now that much of the teaching mechanism has been absorbed by the materials, is rare also. As the tutor becomes more of a counsellor, a facilitator and a manager of learning, and as expectations of the student rise regarding an ability to assume greater responsibility for this learning, both require support if they are to meet the new challenge.

The shift in emphasis to a more resource-based, student-centred approach is currently being effected in a wide range of other curricular areas and it is possible to tap into the experience being gained here. Documentation of research carried out by bodies such as the Open University, the Council for Educational Technology, the Further Education Unit and the National Extension Colleges provides invaluable guidance on the provision of effective student support services.

Initial counselling, for example, is crucial to the subsequent success or failure of the open learning experience. Many prospective students have unrealistic notions about their ability and perhaps only a vague idea about what they should be studying and why. Many too, as Sheila Innes, Chief Executive of the Open College, points out, will be dogged by bad memories of school, poor self-image and fear of failure and assessment. Experienced tutors, therefore, recommend that initial contact should be face-to-face, non-intimidating and informal, in order to establish whether in fact an open learning course is the most appropriate one. Some tutors at this stage will try to dissuade students from this mode of study if a more formal route is a realistic option.

Reasons for enrolment, whether for vocational or personal betterment, must be elicited and the student's ability and strength of motivation assessed. The qualifications and non-accredited skills possessed, the period which has elapsed since the last course of study and the student's experience of self-study are all important factors. As are practical considerations like the amount of time and quiet space which the student can depend on and whether there is easy access to a library, video recorder or computer.

All these facts add up to a student profile which should be fully fleshed out if proper guidance is to result. As with traditional FE night-class provision, the drop-out rate from open learning courses in the past has tended to be quite high and the problem can often be traced to inadequate or unsound initial counselling. Students who find themselves engaged in learning which is not challenging enough will generally let this be known; those allowed to proceed on to courses beyond their abilities will often just give up and disappear. But if the correct questions have been posed and a thorough and sympathetic first interview conducted, the most suitable course should soon be agreed.

For some, an induction unit on study skills may be suggested. Others, having completed the diagnostic tests which form part of a package or which have been devised by a tutor, may find themselves capable of a higher level course than they had originally anticipated. Whatever the outcome of this "consultancy" session, three other issues should be addressed and should form the basis of the contract between tutor and student.

First, a study pattern must be negotiated and agreed upon and a firm time limit set for submission of the first assignment. Second, the student must be given clear (preferably written) information about the type of support available – when and how the tutor may be contacted; what study, library, laboratory, workshop and equipment facilities there will be access to and whether these can be used on a casual drop-in basis or by appointment.

Once a course of open learning has been decided upon, the continuous monitoring which forms the second stage should be accompanied by efficient record-keeping which logs the type and amount of contact (whether face-to-face, by telephone, audio cassette or letter), the occasions when the student uses facilities at the centre, and information on assignments marked.

Much hinges on the speed with which assignments are returned as this may affect motivation. (The Open College for example stipulates a three-day maximum holding period.) And the type of comment which tutors make is also an influential factor in aiding or impeding progress. Important though these points are in all courses, within an open learning situation they assume added significance because there is not the same opportunity for immediate discussion of returned work, nor is there the comfort of class support or peer group referencing. Tutors must, therefore, ensure that comments are legible, corrections are reserved for major errors only (especially at the beginning), mistaken thinking thoroughly explained, issues or exercises well tackled praised, and good practice and techniques reinforced.

Assignments, too, offer a unique opportunity to trigger off dialogue about the course and tutor remarks should be constructive, conversational, reassuring and stimulating. Hiccups in learning package design can be spotted in assignment performance also, and the tutor alerted to the need to adapt or expand certain stages.

Additional support, such as linking up students with each other to sustain motivation or organizing group tutorials and weekend residentials may be necessary and, where feasible, are most definitely desirable and beneficial.

In cases where students have been directed to suitable courses, the materials have proved satisfactory and the services available from tutor and centre have been sufficient, courses should be successfully completed and certification or accreditation achieved if that is appropriate. Post-course counselling may be required and advice on further study solicited.

One spin-off from open learning has been an enthusiasm to return to more traditional courses. Whether the latter results or the student proceeds with another learning package, the outcome will still be the same – another person with enhanced learning skills taking advantage of current educational opportunities.

Anne Gray is Educational Broadcasting Liaison Project Support Officer for the Regional Curriculum Base at the University of Ulster.

"A trained workforce exploits new technology; an untrained one becomes its victim..."

■ ELECTRICS/ELECTRONICS
■ PROCESS CONTROL
■ PNEUMATICS/HYDRAULICS
■ CNC-CAD/CAM
■ FAULT FINDING METHODS
■ DATA COMMUNICATIONS

Many leading companies now use Macmillan Intek training to update the skills of technical staff and keep pace with new technology. There are approximately 50 technical skills training packages offering these advantages:

- Flexible "pick-and-mix" tailoring of 16 hour packages to meet individual needs.
- Step-by-step problem-solving approach incorporating practical simulations.
- Stimulating and motivational multi-media packages.
- Recognised certification.
- Cost effective.
- Need not take key personnel "off the job"

"Macmillan Intek is now the largest provider of technical distance learning materials in the country" (The Times, 20.11.86)

Many leading companies in Britain now use Intek's range. Can you afford not to join them? For further information contact Helen Slatter, Macmillan Intek, GKN Building, Ellen Street, Hove BN3 3NI. Telephone (0273) 21561



intek

Other subject areas include CNC CAD CAM, Process Control, Microprocessor Appreciation, Data Communications, Fault Finding Methods

OPEN LEARNING

At the heart of any flexible provision lie the materials

Packaging the goods



NIGEL PAINE

In any open learning scheme one of the key ways in which flexibility of choice can be offered to the learner is through the packaging of good learning resources. In a recent book published by the Council for Educational Technology, called *How to Communicate with the Learner*, the authors tried to define the key qualities of open learning materials.

Open learning materials are individualized and self-pacing. They allow people with different abilities or prior knowledge to work through them at different speeds, or even to jump to the relevant areas. This will include enrichment materials for those who can move very fast and remedial loops for those who need additional help. They require the learner to be as involved as possible.

Most learners find being able to move from one medium to another a continual stimulus. An audio tape, a piece of computer-based learning or even a practical task can complement a print-based package but the vast majority of open learning resources and the highest percentage of packages remain print-based.

There should be no need to generate materials from scratch for every single initiative. Much excellent material is available commercially or from the public sector. For example, the BBC produce an excellent, competitively-priced pack called *Inside Information*. It comprises a book introducing information technology, two audio cassettes and a piece of BBC micro-based software. It can complement a whole range of "Introduction to Information Technology" courses for senior school pupils or act as a resource base for project work. It is interactive and flexible but needs the careful hand of the teacher to select and prepare the use of materials.

A number of major providers of materials offer a useful starting point, but unfortunately there is no coherent point where everything comes together and you can search on subject areas rather than go to each producer separately. With luck, this will change with a number of new developments offering computerized databases of material.

The first, NERIS (National Educational Resource Information Service), is gathering together detailed information on all educational resources aimed at schools. These will include open learning resources. There are currently four subjects: sciences, geography, maths, and social and personal development and you can search for the materials under a large range of key words or "interest areas".

NERIS can be accessed via Prestel and the information comes on the screen in much the same way as ECCTIS information does. ECCTIS (Educational Credit Transfer Information Service) contains information on all advanced courses throughout the UK and some non-advanced further education material for different regions.

The second is MARIS-NET, Materials and Resources Information Service. This was an Open Tech support project and contains information on 9,500 open learning packages specifically related to management, technical and supervisory areas. These are classified into over 500 subject areas ranging from catering to computing and linked by a comprehensive on-line thesaurus.

A proportion of this material is not strictly relevant to the needs of schools, although some, such as packages on basic analogue and digital electronics, could be extremely helpful.

The Open Tech also commissioned a directory of open tech materials, which is currently published by the National Extension College and has details of 1,500 packages in technical, supervisory and management areas. When the current edition runs out, a new open learning directory will be sponsored by the MSC, to cover a far broader range of subjects. This will include all vocational skills and subjects, with the emphasis on industrial and commercial training.

The National Extension College has dealt with schools and FE colleges for the last 20 years, providing high-quality open learning materials in addition to its correspondence college role. They now have free catalogues on areas such as computing and business, technical education, arts and social sciences. The most popular materials cover O and A level subjects like biology or English, GCSE and computing. NEC also specialize in study skills material.

The Open University still has a wealth of materials which are largely untapped by outside agencies. This includes dedicated open learning packages for use in industry and community education, as well as elements from undergraduate programmes which can be purchased separately and have value at a variety of levels for school-based students. Undergraduate materials are grouped around the five OU faculties: arts, social science, technology, science and education, while community education ones cover areas like consumer and parent craft.

The Open University has a catalogue of materials which is complex, but yields tremendous rewards. The Open College could eventually provide a useful pool of materials for school and post-school use.

Many television and radio programmes now contain excellent back-up materials, often in open learning format. The great advantage of these is that they are cheap or free.

The problem is usually trying to keep track of the fairly large range of programmes and getting enough advance notice to build in planning time to record them and get access to the back-up resources. Both BBC and the independent channels try to make this easier by producing free advance notice leaflets. The BBC produce *BBC Education*, the IBA *TV Take-Up*. Channel 4 publish *See 4*.

Many sets of materials are, however, specifically directed to the adult/community education market which can play a useful role within schools.

Most materials that are commercially available will not correctly fit your own school needs, so it is useful to adapt them. You can supplement the content with materials that only cover part of the syllabus or do not cover the material in detail. It is often necessary to add in some more content.

Occasionally it is the other way round. Then you need to route the student away from too-detailed examination of particular issues which are not strictly relevant. Sometimes the supplementary material can be based on existing handouts or worksheets, which makes the task fairly straightforward.

You may wish to structure the materials for the learner. This is far speedier and more straightforward, helping the learner make sense of the material and plotting the route through them.

The list of items that need to be added are: aims and objectives to explain what is to be learned, signposting to direct the learner, routing to help the learner move through the material, unpacking to explain concepts, summary and assessment reviews, anticipation of problem areas, and encouragement.

All open learning material has built-in self-testing for the learner to monitor progress though the materials. If you are preparing students for a public examination or for continuous assessment you must add in the formal external assessment material. This can be standard "tests" or project work.

All three areas take planning and a certain amount of time, and all are based on the assumption that you should not simply hand out materials without having worked out the sequence in which they will be used and evaluated their suitability.

If there is nothing around you might feel it useful and valid to develop your own materials. If you can get into a consortium arrangement with a group of schools or with the local FE college to share the cost of development, it will speed up development and cut costs.

The more materials you develop the more you will be able to share with other institutions and the more you will receive back. In Scotland, all the TVEI projects are combining to produce 40-hour curriculum packages. A pack developed by one centre is made available as a master copy for duplication by all the other centres.

New or specialized subject areas are often poorly served by existing materials. The core curriculum generally allows much more choice.

Desktop publishing offers the best opportunity yet for small scale materials development within local authority institutions. It allows the material to be developed on-screen, and edited on-screen, leading to laser printing and photocopying. The direct costs are cheaper and the time savings immense.

The opportunities for computer-based learning have hardly been developed in Britain but we have now got away from the idea of individualized computer work stations for every pupil to the more productive and cost-effective use of computers for problem solving and group work. This can allow computer learning materials to be integrated into an open learning programme or form one element of self-pacing in a conventional teaching programme.

Very few schools have yet made use of open learning, but the interest already generated indicates a vast development in this area over the next two years. There is no need to use it for complete courses. It is possible to start with one part of the course and offer a small open learning element before extending it.

Using professionally-produced materials is cost-effective and far quicker than designing materials from scratch, even if they need to be adapted. A consortium of schools and colleges working together will move forward faster than one school working alone. Offering flexibility and choice for the learner will create independence and motivation and help sustain a desire and an ability to learn.

National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN.
Open University Walton Hall, Milton Keynes MK7 6AA.
NERIS, Maryland College, Leighton Street, Woodburn, Bedfordshire.
MARIS-NET, Bank House, 1 St Mary's Street, Ely Cambs.
SCET, 74 Victoria Crescent Road, Dowanhill, Glasgow G12 9JN.
The Open College, 222 Euston Road, London NW1 2BZ.

Nigel Paine is an Assistant Director with the Scottish Council for Educational Technology.

Find out more about NEC's Open Learning . . . course materials for GCSE's, 'A' levels and OU Preparatory;

. . . guides – 'NEC Guide to Open Learning and 'Open Learning Toolkit';

. . . training packages – 'Step Into Selling'.

Contact Customer Services (Dept. 520), National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN Tel: 0223 316644

(2066)

Sixth-form study

Building bridges

DIANE HOFKINS

Open learning is not just for adults studying at home or the workplace. It can also be used in schools to offer sixth formers and other post-16 students a wide curriculum choice, beat falling rolls and help form a bridge to the more independent learning students will encounter in higher education.

Courses and schemes are being piloted in various parts of the country, but the first local authority-wide plans for extensive sixth form open learning were announced by Northumberland earlier this month. Chief Education Officer Chris Tipple sees "supported self study" as the only solution in his l.e.a., where so many pupils live in rural areas. The first courses will begin in September 1988, and the scheme will enable pupils in the heart of the countryside to have the same course options as those in large towns.

To Mr Tipple, this local initiative is "an extremely good example of why you need spokes between the hub and the rim". He points out that individual schools, without the l.e.a. infrastructure, would find it difficult to meet their sixth formers' needs. "How could [illegible] if every school tried to run its own ship and steer down the channel by itself?" he asks. One suspects there will be little "opting out" in Northumberland.

Course development will begin in September, with coordinators and seconded teachers working in a new centre. The l.e.a. plans to use and adapt existing open learning materials. The Inner London Education Authority, for instance, has developed A level science courses. Northumberland will create their own materials to fill in the gaps, and envisage that, as more locations introduce supported self study, there could be a market for their products.

Northumberland plans to spend £200,000 in the first year, rising to £556,000 in 1991–92. Future funding from the MSC and DES is likely. Over time, it expects to spend £10,000 for hardware and software, and £50,000 to establish learning centres in each of its 18 secondary schools and colleges. Meanwhile, in addition to their own project, they are joining with seven other l.e.a.'s in the north east to apply for MSC cash for a joint open learning centre [illegible]

Northumberland expects to use all sorts of technology in its courses, from simple audio cassettes, to satellite TV and interactive video. Teacher training will be paramount, they stress. Teachers will have to prepare for using open learning material and for counselling students on when it would be in their best interest to undertake a supported self study course.

A typical student might take two conventional A level courses, and one in the SSS mode. Northumberland has been careful not to use the term "distance learning", because students will be studying at school. They will have less specialist teacher contact, but more pastoral support.

The introduction of supported self study is also likely to involve cooperation between schools and colleges. Adult education departments and schools could well offer courses on a shared basis.

Mr Tipple is emphatic that there will be "no guinea pigs". "What we shall have to be very careful about is emphasising to people that this is not a cheap solution". It has many educational benefits, and offers "a natural [illegible] independence [illegible]

ADVANCED DIPLOMAS IN EDUCATION FROM THE OPEN UNIVERSITY

These advanced diplomas offer a career development path and extension of professional skills and knowledge to teachers and academics alike. They are particularly suited to teachers who wish to enlarge their subject range.

Diploma courses usually take two years of study, using the University's unique 'Open Learning' methods.

Opportunities are provided for small-scale research projects in the workplace. Courses are designed for part-time study at home or in local study groups, so there is no disruption of normal work patterns.

There are five Advanced Diploma courses to choose from, covering:
- Curriculum and Teaching
- Technology in Schools
- Special Needs in Education
- Mathematics Education
- Educational Management

We also offer the Diploma in Post-Compulsory Education.

Apart from their intrinsic value, these Diplomas can give advanced standing in the University's modular MA (Education) degree.

For further information, post the coupon below to: ASCO/VB115 The Open University, PO Box 76, Milton Keynes MK7 6AN.

Please send me a free copy of your prospectus 'Professional Development in Education'.

Name (Mr/Mrs/Miss/Ms) ____
Position ____
Address ____

THE OPEN UNIVERSITY



Too bad about the pigs

Penni Cotton assesses a reading scheme

Longman Reading World
16 level 1 reading books, £16 (£1.10 each)
16 level 2 reading books, £17.50 (£1.50 each)
10 level 3 reading books, £18.50 (£2 each)
12 "At Home" books, levels 1, 2 and 3, £1.25 each
Sets of workbooks, levels 1, 2 and 3, £2.50 each
Four spiritmaster sets, levels 1, 2 and 3, £24+VAT each
Teachers' books, levels 1, 2 and 3, £17.50 each
Level 1 teachers' resource cards, £8.50
Infant Evaluation Pack, £65
Listen and Look book, level 1, £39
Longman Group UK, Burnt Mill, Harlow, Essex CM20 2JE.

Longman's new *Reading World* (LRW) sets out with the very sound philosophy of trying "to help children to learn to read by placing the emphasis on getting meaning and enjoyment from books". It is the authors' belief that "the books which children are given will largely shape and determine their attitude and competence in reading". This augurs well for their new scheme. Unfortunately, however, many practising teachers and educationists have looked no further than some of the early material, and initial reactions have been unfavourable.

LRW is a reading scheme which is graded into eight levels and intended for use throughout the four to 12 age range. Levels 1–3 (4–7 years) are now available; Levels 4 and 5 (ages 7–9) are expected early in 1988; and Levels 6–8 (ages 9–12) early in 1989. It has taken six years and £1.25 million to develop, claims a strong emphasis on good individual stories, and most importantly is also the first scheme to provide separate books for parents to read with their children. When complete, it will consist of 132 books and support materials, and the publishers say it is unique because LRW "at home" acknowledges that parents can play a role in their child's reading development.

The LRW "at home" books, it is suggested, complement the books used in school, and have been specifically designed for shared reading by parent and child together. Many of the stories feature the four main characters that the children will read about in school: Fred the pig, Barney the dog, Kitty the cat and Lucy the koala bear. For use alongside these books is an information sheet which teachers may copy freely and distribute to parents. It explains the use of the books and suggests how parents can become involved with their children's reading in such a way that learning to read will be "FUNdamental". Regrettably the materials do not support this rationale, as "Once children start on the reading books there are additional materials to help them learn . . . because of these book related activities, your child will not go through the first stages of the scheme as quickly as you might expect". In other words, children are still being moved through a set of books that are carefully numbered and graded and have a controlled vocabulary; their reward for completing a book is not the intrinsic value of the story itself, but confrontation with related work to test comprehension, followed by the next book.

The books themselves are presented in a lively yet brash manner and lack any variety in shape or size. Some of the illustrations are quite bizarre, and the characters which have caused the most "distaste" among teachers are the pigs – who seem all-pervading. If this characterization, together with the use of many other pseudo-human creatures, is a strategy to lend a non-sexist, non-racist flavour to the books, using animals seems to have been an easy and yet not very successful way out – and could still upset certain ethnic minorities. In addition, the LRW's "at home" books were written by one author and, in fairness to Pat Edwards, it is a great responsibility to give one person sole charge for creating a "rich and varied diet" for children. Apparently the stories were written first and then "edited back to a simpler form". Is this really the material of "real" books that Margaret Meek, Jill Bennett, Liz Waterland *et al* believe in? Using such a method, plus the added constraint of "high frequency" words, inevitably restricts a richness of language which flows with creativity and story writing.

This stilted style is evident in a number of the home books; so much so that the authors have found it necessary to say that a story is finished, eg "Snip, snap, snore, there is no more, Snip, snap, snum, this book is done." (Level 2, "Who likes babysitters?") Also included in each level is a "What do you think?" book, which requires the child to choose one of three alternatives before going on to the next page. Many parents have found these difficult to read with their young children, as there is nothing to guide the decision making. What difference does it make if the rats are called Brenda and Bruce, Cornelius and Cyril, or Isabel and Ivy? (Level 1, "The two friends").

"Listen and Look" is a large "flip-over" book which is to be used by teachers primarily as a discussion book for language development and enjoyment. It is designed to introduce the main characters of the scheme, enable discussion about print, enable teachers to aid and check visual discrimination, and introduce speech bubbles and the alphabet and numerals 1 to 10. The teacher is guided through what appears to be a very well devised book. In practice, all these aims are covered but not through the main philosophy of the scheme, which is to present the children with a "really good story". Many of the pages are unrelated, and certainly several of the illustrations do not "delight" teachers, even though, from initial reactions, some children quite enjoy them.

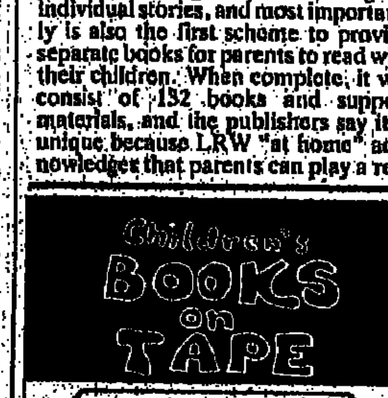
Animals, more often than not the pigs, find their way into the "Teachers' Books", which are in fact extremely valuable. Wendy Body is to be congratulated on the way that she has presented these "manuals", giving many creative and practical suggestions that are based on sound research and current educational thinking. They offer a wide selection of information and give many ideas for aiding reading, writing and spelling development, plus further reading lists for both teachers and children.

The "Workbooks", too, have been well devised, not only relating the tasks to different stories, but also to recent research findings – again giving helpful strategies for reading, writing and spelling. The ideas for developing children's thinking and comprehension are quite imaginative as well, using a variety of activities, including sequencing, labelling, cloze, and speech bubbles.

Finally, the "Skills Development" Spirit Masters are much more varied in their application. Level 2 is divided into two skill areas: "Word Watcher" and "Word User". The "Word Watcher" sheets are mainly phonics-based and sometimes confusing, for example, sh/ch: "Ma– is a –imp; –umbo is an elephant". While many children will be aware that Mash is a Chimp, it is less likely that they will recall an elephant with the name of "Chumbo". Does this relate to the child's language experience? The "Word User" activities are much more acceptable, as are the "Star Speller", "Fact Finder" and "Super Writer" in Level 3. The book record sheets and miscue analysis profiles are helpful, but the questions related to the latter are straight recall, rather than using a variety of techniques.

If a reading scheme is to be successful it first has to be accepted by the teachers who are to use it. Although sound in its rationale, LRW appears to fall short of its major aim. The stories in general, illustrations apart, do not have the vitality and quality that can be obtained by personal selection from the work of individual writers. Many children, however, have been attracted by the brightly presented covers and a smaller number have actually wanted to "come back" to them. Schools, therefore, will have to think very carefully about their own aims and objectives in helping children to learn to read, before they venture into this reading world of pigs in human clothing.

LRW in its present form has little that is really new to offer. The only unique thing about it is that the books children take home from school are different from those they use in school. Although this may well encourage active participation by parents, the different style and technique could foster the home-school divide.



Special sounds

Seamus Hegarty on a package for pupils with severe learning disabilities

Activity Programmes for Body Awareness, Contact and Communication.
By Marianne and Christopher Knill
Handbook, four audio cassettes, set of observation schedules
£19.75 plus VAT
Learning Development Aids, Duke Street, Wisbech, Cambs PE13 2AE.

This package of audio and written material links music with body awareness and communication activities in order to provide structured programmes for pupils with severe learning difficulties.

There are four programmes, each consisting of between nine and 16 activities based on music. These follow an appropriate developmental sequence, from rocking and swinging the arms to rolling from side to side and falling on the knees. Programmes 1 and 2 concentrate on the upper and lower parts of the body. Programme 3 places greater demands on social awareness, mobility and co-ordination. Programme 4 builds further on these and requires more self-control and a degree of conceptual understanding.

There are two more programmes made up of selections from the basic ones: a preparatory programme designed for pupils who are hyperactive, very young or have particular difficulties of concentration, and one for the severely physically handicapped, where more time is allowed for both preparing and carrying out activities.

The handbook has a brief introductory note on the approach – misleadingly described as presenting a rationale – and then, sensibly perhaps, it concentrates on how to use the material. There is a chapter on adapting the programmes for use with those who have particular needs – physically handicapped pupils, visually and hearing impaired pupils and those with severe communication difficulties. The bulk of the text is given over to the activities comprising each programme, with notes and photographs on how to achieve the desired objective. A final chapter explains the recording schedules, which can be photocopied.

The audio cassettes are an essential part of the package. They contain just over an hour of specially composed music on a variety of instruments. The music is designed to attract attention and become a "signal" for certain anticipated activities. More significantly, it is intended to be an integral part of the activities: the musical themes "deliberately reflect the rhythms and speech applicable to the activities they describe". It provides a symbolic framework that helps pupils to conceptualize the activities they perform to its stimulus.

All who work with those who have severe learning difficulties – parents, teachers and others – will find this package extremely useful. Minor quibbles (such as the absence of a table of contents in the handbook and wrong labels on the cassettes) apart, it is well presented and focuses strongly on the user's needs. Instructions are clear and relevant to classroom use. It should lead to stimulating and progressive work.

Bangladesh



Basket-making was one of the five crafts demonstrated at the Commonwealth Institute

Crafts of Bangladesh
Midlands Arts Centre, Birmingham
July 11 to August 9

The figured muslins of Dhaka work were so fine that the Romans bought them. Mughal emperors sent for the embroideries of Bengal. Here is a chance to see not just the weaving and embroidery, but also the jute and basket artefacts, the clay work and the paper cutting of Bangladesh.

Five artisans, who have never before left their native land, have been touring England over the past month. First, they were at the Commonwealth Institute in London, this week at Bradford Art Gallery, and from July 11 at Midlands Arts Centre. For a native of Britain, which has more or less surrendered its craft tradition to consumption of manufactured products, it is a revelation to watch their speed, skill and quiet dignity.

The five are skilled in jute, cane, weaving on a backstrap loom, kantha and cut work embroidery, and paper cutting. The paper cutting is the most delightful surprise. Shri Sarkar has made a lacy paper ashon (a kind of Pagoda in which Bangladeshis get married). Birds, butterflies and an aeroplane hover as kites. More birds and horses rear up on tables. Lamp shades, fans, butterflies and necklaces of folded paper flutter on strings.

The crafts people will be on hand at the Midlands Arts Centre until July 17, and teachers may ring the centre on 021 4404221 to inquire about workshops. The centre is particularly keen to encourage groups including children who speak Bengali, so that they can speak with the artisans and translate for their friends. There will also be cookery and fashion displays.

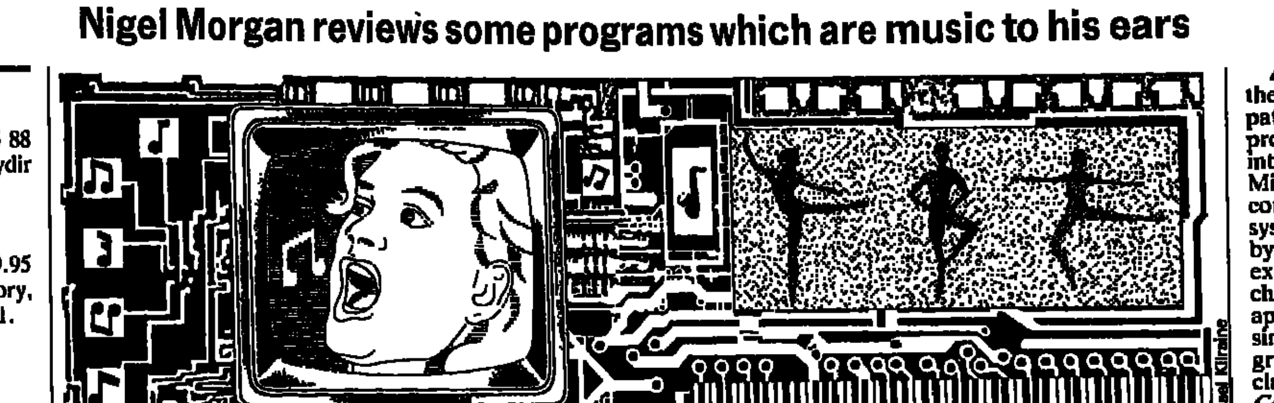
The exhibition organizers have made some attempt to summon up the spirit of Bangladesh. The intricate brass ware and painted china toys of the markets are on show, as are the curved filigree silver jewellery and the curved pewter pots of celebrations. Whether one agrees or not with the comment on a video shown at the Commonwealth Institute that "we are not allowed to show you how multi-national industry keeps Bangladesh poor, for the multinationals are as our saviours," the visitor certainly sees enough in the exhibition to agree that "there is much that is positive and strong and creative in Bangladesh people today."

Victoria Neumark

All singing, all dancing

Nigel Morgan reviews some programs which are music to his ears

Logotron Music Logo
Julian Pixton, Logotron
Disc BBC B £15, ISBN 0951 0055 88
Logotron Ltd, Dales Brewery, Gwydir St, Cambridge CB1 2LJ.
The MusicSoft Collection
Douglas Tate, Duckworth
Disc BBC B and Master 128, £19.95
Duckworth, The Old Piano Factory, 43 Gloucester Cres, London NW1.
Compose
ITMA, Teaching with a Micro: Music 1
Cindy Pierson, Shell Centre
Disc/Econet BBC B and Master 128 £12, ISBN 0 90126 347
Publications Secretary, Shell Centre, The University, Nottingham.
Peter Beater's Music Games
Marion Broadie, System Software
Disc or cassette BBC B £14.95
System Software, Collegiate Cescent, Sheffield S10 2BA.
Guitar Studio One and Two
Ian Taylor, David Ashworth
Disc, cassette £14.95, Commodore 64
Micro Music, St Michael's Chambers, Spurrier Gate, York YO1 1QR.



This collection of software represents the diversity of material now available for microcomputers in music education. As more and more music classrooms adopt a "work station" approach to the computer and teachers realize the potential for distance learning, many of these products could be most valuable.

For the computer literate, the most potentially exciting package was by far the most disappointing. Logotron's *Music Logo* is an attempt to create a guide to learning music through programming. The Logo programming language is a friendly version of the artificial intelligence language Lisp. A real music Logo should set up an environment in which users can develop compositional skills by devising their own representations of musical concepts. In the Logotron Logo there is access to only one music voice of sound. The essential music primitive combines a list of pitches with a list of durations to play melodic phrases. Integers are used to represent scale degrees and duration.

Programming is very long-winded and needs precision of organization and careful input. It certainly would frustrate and confuse any musically-literate pupil. In a computer lab it might have potential for those with little or no music experience, but in comparison with a music environment like Ample, it is simply a non-starter.

The problem with music in Logo has been summarized nicely by Jeanne Bamberger: "We need too much data to define the end product for programming to be a worthwhile strategy. Logo procedures could have a real potential in reshaping existing sounds, rather than building them".

The opening display on the *Music Logo* program, which states "this version will not support the midi driver", at least suggests that at some future date this might happen. For those teachers who wish to demonstrate how playing music, printing sequences or drawing pictures could have the same structures as procedures, this software could have some value. For the dedicated Logo user it is a start at a reasonable price.

Duckworth's *MusicSoft Collection* by contrast is a delight and cannot be too strongly recommended. This is a compilation of programs originally issued separately. The package is in five sections. The first deals with the identification of intervals. The program keeps track of individual pupils' progress, recording results and returning to the point at which they left off. The second provides five self-contained keyboard programs from chord organs to machine code synths, which can be fully listed and incorporated into the user's own programs. You can examine how these programs have been made in Basic. The simplicity and sound quality are admirable.

The third part is called "Music tools", 60 procedures divided into five programs, again fully documented on screen. The programs include a stave display and animate keyboard to aid note recognition, a seven-octave "All singing, all dancing organ", capable of replaying, transposing and altering tunes played on it. The ability to change the rhythm of a tune is ingenious and effective. There is a "tunetool", "cleftool" and "envtool", making possible the drawing of staves, bar lines, clefs and most other notation signs in up to 26 different sizes, and the display of all the sound parameters of a particular envelope which can be edited.

The fourth section is "Pieman", with seven programs to improve short-term aural memory. The fifth section, called "Synth", allows experimentation of sound synthesis and the ability to record up to 2,500 on four channels.

As an introduction to real-time digital recording systems, that are already beginning to feature prominently in some schools, this is excellent.

Compose, from Andy Pierson of Nottingham University, is "designed to encourage musical invention from those with little or no musical knowledge or technique. At the same time, quite advanced students will find it flexible and stimulating". Quite a claim, but despite initial misgivings, it was substantiated in "field" trials, with a primary advisory teacher of music, several fourth-year GCSE pupils and some undergraduates.

This software combines pictures, sound and a simplified form of notation to provide exercises and games that concentrate on the invention of fragments of melodic ideas and the organization into melodic phrases. Its principal feature is that it gets children to listen carefully and make decisions based on what they hear.

As an introduction to using a micro, the software provides an excellent pathway through important computer procedures. With an EMR/BBC Midi interface, it is possible to link up with a Midi synthesizer, which certainly adds considerably to the flexibility of the system. Some teachers may be put off by the apparent simplicity of the initial experiments and think that for older children this software would not be appropriate, but I was surprised how simply "easy exercises" could be integrated into different situations in the classroom. I look forward eagerly to *Compose 2*. (A special needs version is at present undergoing trials.)

Peter Beater's Music Games could be used with some success in the infant classroom and at home. It concentrates on pitch discrimination between high and low sounds and the recognition of sounds at the same pitch. Although this factor is now regarded as being one of the last in the chain of music concepts that are introduced, its simplicity and effective use of graphics and colour could be valuable to the infant teacher whose children are allowed access to a computer.

Finally, *Guitar Studio* presents a course of instruction for beginner guitarists who intend to teach themselves the instrument. Developed by two teachers from the York Guitar Study Centre, this material could most effectively be used as an appendage to a school class in which the teacher is anxious to develop the guitar as a way in to music literacy but lacks the time or staff support. The computer is used as an aid to learning to read music and acquiring the conventional chord "shapes". *Studio Two* is a chord dictionary with a programming facility in which creation of chords and sequences are possible. There is now a *Studio Three*, which concentrates on music theory for guitarists. The software will be available from September for the BBC B. As a guitarist myself I can think of a number of my own pupils who would benefit from this package.



Words, words . . .

Wordpower
For the BBC range of micros
From £36.80 for a single user; 12 station Econet package, around £215
Contains a Wordpower ROM chip, a manual, a "coming attractions" printout, and a brochure on Wordplus.
Ian Copestake Software, Connaught Crescent, Brookwood, Woking, Surrey GU24 0AN.

Plugging the *Wordpower* ROM into a Master cartridge I found that the system behaved well with both shadow memory and the 6502 co-processor. The heavy reliance on the utility disc was generally disconcerting, and a dual disc-drive was almost essential. The *Wordpower* system (the disc and ROM are mutually reliant) is in fact very powerful, almost too powerful for beginners.

Wordpower takes a good deal of learning, because of its range of facilities and their associated keypresses. Unlike most word processors for the BBC Micro, it gives the user access to all its facilities from the edit page. This means that once the system is learned, most facilities are a mere keypress away. However, the screen layout, and the system messages seem very cluttered and not at all well laid out.

A very important plus point is *Wordpower*'s ability to have twin windows. Text can be processed in either. It will also create and run mailmerge files.

Wordpower, like most word processors, has gained a number of supporters; significant among them are a battery of computing magazine experts, and a number of educationists, such as heads of maths, computing and business studies.

In my experience, teachers who are concentrating on the writing procedure rather than the media tend to focus in on a range of word processing software, typically switching between *Wordwise*, *View* and simpler packages like *Folio*. Indeed a number of secondary teachers have already adopted the approach that if their computer comes with a built-in word processor (*View* on the Master) then a second one is at the end of their shopping list. Providing the key users, the children, can handle this, then who can disagree with such pragmatic economics?

Joe Telford

Measuring up

Measure and Tell
40/80 track disc for BBC B/B+ and Master
Price £54.95 + VAT
Clwyd Technics, Antelope Industrial Estate, Rhydymwyn, nr Mold, Clwyd CH7 5JH.

This package, apparently aimed at primary schools, is designed to facilitate investigation of activities involving temperature changes. It consists of a measuring device (two temperature sensors connectable to the BBC micro), a computer program, documentation in the form of a reference guide, help cards and an "ideas sheet" outlining possible uses for the materials. There are also eight example activity sheets linked to a "private investigator's Top Secret file". These are seen as a source of ideas to illustrate the activities into which the *Measure and Tell* package may be integrated.

The temperature sensors supplied are encased in a reasonably sturdy 15cm plastic covering. Apart from using them with solvents likely to attack the plastic, there is no apparent reason why they should not have a long life. These are connected to a box which plugs directly into the "analogue in" socket on the back of the micro. This connection seems satisfactory. Overall the measuring device is sound, but there is no evident method of recalibrating them should they stray from true.

A lot of effort has gone into making this software so that it "ensures simplicity of operation while providing a high degree of flexibility". These two aims for computer software are rarely compatible.

It is possible to display readings in one of six ways: big numbers, picture, picture with digital reading, graph, readings and statistical. The first is self-explanatory. The second displays [illegible] up a measuring cylinder, while the third combines this with a digital display. Other options plot the readings as a bar chart and a scrolling table. The final one allows you to select appropriate readings and displays the highest, lowest and average readings chosen – quite simple statistics. All the displays are well presented and easily invoked by pressing the appropriate red function key. Unfortunately line graph presentation is not available.

The setting up procedures are less satisfactory. An option system allows the user to set up the appropriate parameters for specific experiments. Options cover a temperature range of −20 to 30, 0 to 50, 50 to 100, 0 to 100, and 30 to 40 (allowing a resolution of 0.1C). The number of thermometers on offer is one or two, and speech output can be switched on or off (the DE Talker speech chip is required). Experiment design for readings can be on demand, at regular intervals, or programmable (ie you set the start time, end time and reading intervals). Any one of these will present you with another set of options. "Current time" enables you to set up hours, minutes and seconds, using the 24 hour clock.

In addition to these are options for teacher alteration only. These let you choose the display type and resolution (allowing the number of bars on a graphical display to be chosen), the screen colours, whether to have an automatic start (negating the need to press the appropriate red function key), save default (allowing specific options to be saved so as to be automatically invoked when the program is run) and delete an experiment.

The red function keys are also programmed to provide other facilities such as labelling specific readings, printing selected readings, saving (Keep) and loading (Find) from disc, finishing the current experiment and clearing all current readings.

The software in this pack is undoubtedly flexible, but it lacks any simplicity of operation. Hard pressed non-computerate teachers unfamiliar with this area of work will find it heavy going. It would have been better to sacrifice some of the flexibility in favour of increased ease of use. You also need to manipulate a control block on screen and this takes some getting used to.

Finally, one infuriating facility is that the Copy key is programmed to print out the current screen display when pressed. Hitting the key accidentally leads to a set of useless, unwanted displays. This facility should be removed.

The reference guide is a 40-page booklet providing details of all of the facilities of *Measure and Tell*. It is well put together and generally explains everything clearly. However, the print type is small and there is a lot to read and digest. The help cards are not very useful, as they often just refer you to the appropriate section of the reference guide. The ideas sheet consists of seven experiments, each of which looks interesting, such as measuring temperature changes of respiring and non-respiring peas and measuring the effect of salt on the temperature of ice.

The ideas behind the "Top Secret" file in the package are very good. However, the accompanying cassette tape which introduces the file and the characters "Measure" and "Tell" (hence the program title) and "Sizzle" and "Chill" appear totally irrelevant and add nothing to the ideas.

Given a little time to get used to it, this could be a valuable package. The activity ideas could certainly enhance experiential learning. Whether primary schools will find the cash to buy the materials is debatable. Prospective purchasers should try to preview them before parting with their money.

Clive Opie

MEDIA

Asset-stripping the earth

The IBA is marking the Year of the Environment. Francesca Greenoak previews David Bellamy's new series



Children of Bhopal

CONTINUING EDUCATION
Turning the Tide
ITV Tyne Tees Sundays 5pm
Times vary for different regions
Information pack from Tyne Tees, PO Box 1TN, Newcastle-upon-Tyne.

It is time to review our definition of progress. We close our eyes to ruined cities amid vast deserts caused by over-exploitation of the land, while politicians continue to sell out-dated notions of expanding growth and increased GNP. *Turning the Tide*, a seven programme series presented by David Bellamy for Tyne Tees Television, grapples with the realities behind such idiocy. We are in effect asset-stripping the earth. Yet at the brink, we sometimes find the sense to draw back. The Clean Air Act, the fumbling progress towards cleaning up water and air in western Europe, may yet have an effect.

It makes no sense, however, to export our dirty linen. It is a moral obscenity that large companies take their most dangerous production units to Third World countries. One of the images that will stay with me from this series is the sparkling high-technology towers of Cubato in Brazil, whited sepulcres indeed to the impoverished people who live in their neighbourhood where eight per cent of the children are born with birth defects.

Unfortunately, the attitude to the environmental agenda up to now has been "Does it affect us? No – proceed to the next item". What is so good about these programmes is that David Bellamy confronts the issues on a world-wide scale. With Welsh lamb still unfit for consumption, the radioactive pollution of Chernobyl has at last brought home to us that we must think further than our own back yard.

The choices are between domination or harmony, short-term profit or sustainable human culture. It should be easy; the evidence is there for all who care to think. Only the stakes are getting higher and time is shortening. Bellamy's rallying cry is that things will only be changed through the will of informed people. It seems a slight hope; species can so quickly be eliminated from the planet while all human ingenuity cannot create new life. Yet, despite the odds, the green movement in Britain achieved a considerable slice of the vote, and the extraordinary emergence and electoral success of the Green Party in Austria gives hope that in this respect at least, the population is ahead of the politicians.

Turning the Tide shows us a range of strong images, but jumpy editing and excitability means we are presented with slogans rather than a properly developed argument. However, there is an information pack which expands the starting points in the series. It is brave of Tyne Tees to put before their viewers the political realities of environmental issues rather than pretty furry animals from out-of-the-way places which grab the highest ratings. Not least, praise must go to David Bellamy for having the courage of his convictions in a time when it is becoming less and less comfortable to do so.

OFF AIR

TIGHT LIPS all round about the Aids video commissioned by the DES and being made by the BBC production centre at the Open University. In March, we were told that the video, aimed at 13 to 16-year-olds, would be available by the summer, but as the end of term looms there's still no sign of an announcement.

Production staff at the OU are stonewalling, and it remains unclear what parts the DES and the BBC have played in script decisions. One OU source thinks the DES is treading carefully because it's "their first stab at this sort of production". All that is known is that the video will feature a 40-minute factual sequence followed by 20 minutes of children putting questions to experts.

However, there has been little consultation between the DES and the Health Education Authority, formerly the Health Education Council, a fact that has surprised (if not slightly miffed) experts at the HEA. Moreover, there has been virtually no liaison between the producers of the Aids video and Yorkshire Television, whose own programme on Aids was shown last month. This is also somewhat surprising. Where schools TV is concerned, the BBC and the IBA companies co-operate in order to avoid duplication.

SATURDAY'S *BANDUNG FILE* on Channel 4 (7.30pm) devotes a whole programme to how state education treats black pupils, and the alternatives which are achieving increasing popularity among the black community.

One such alternative is the supplementary school, where pupils receive an extra dose of the three R's, as well as ethnic interest subjects like Afro Caribbean history. As well as visits to supplementary schools, there's an item on Tottenham's John Loughborough School, an independent, virtually all black secondary run by the Seventh Day Adventist movement with its fiercely disciplinarian and traditionalist ways.

John Loughborough gets double the ILEA exam pass rate, a fact which will doubtless be brought forcefully to ILEA leader Neil Fletcher's attention in the ensuing studio discussion with black parents and teachers.

SCHOOLS, YOUTH groups, and individuals will be walking on the wild side this month, inspired by the *Wild Side of Town* series (Fridays and Tuesdays, BBC 1, 5.35pm from today).

It aims to induce town dwellers to explore the wealth of wildlife flourishing in their neighbourhoods. Viewers are encouraged to go on safari with over 150 urban wildlife groups, and to help them thread their way through the "green corridors" of canals, disused railway cuttings and waste ground, BBC Education, in conjunction with Shell UK, have published a special colour supplement. It's included in this month's BBC *Wildlife* Magazine, and is available by sending a large sae stamped 18p to Wild Side of Town, BBC TV, London W12.

According to producer Steve Wilkinson, teachers are finding the supplement extremely useful as a resource for GCSE modules in geography and environmental studies, and if that isn't attraction enough, there's also a competition detailed in full in the supplement, to produce wildlife maps of urban areas.



TAKING A walk on a rather wilder and seamier side of town are a surprising number of young children. Tonight's issue of *The Education Programme* (BBC2, 7.30pm), on primary education, reveals that the average age of solvent abusers is 13 and still coming down. The National Campaign Against Solvent Abuse even has two eight-year-olds on its books.

Nick Baker

Sony and Sonya

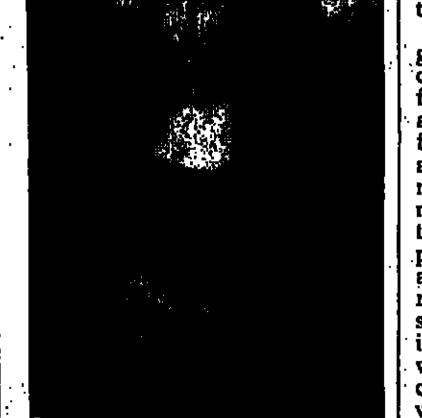
Mike Thorne finds science fun

CHILDREN'S TELEVISION
Video and Chips
ITV HTV Wednesdays, 4.20pm

Video and Chips is a fun science programme for children, which pursues a single theme each week. One programme was all about robots. The trouble with robots is defining what one is. Two of the presenters, Mick Brown and Mike Sharp, youthful cockneys, themselves ever so slightly robotic, were shrunk thanks to Chroma-key photography. In this way we learned that a clockwork wind-up violin player is not a robot – it isn't reprogrammable. Nor is the engaging Sonya Saul. She had started the programme by introducing Ro-Veh, a bomb disposal machine as used by Nato. It was set to locate a suspicious device under a car but we never really saw how that would happen. Neither was it clear what distinguishes a robot from a remote control device. Which, for example, was Ro-Veh?

Fortunately this rather worthy introduction was followed by a much racier second half. A montage of robots for sorting cards, quality control checking of toys and floor sweeping rushed by as though the director was embarrassed by the real thing. Sonya played tennis with a serving machine and we had a brief look at a Toshiba table tennis-playing robot. Then came some of Mike Sharp's machines – or were they robots? – made out of a kind of Lego only available to schools. Viewers were challenged to make an electronic money box capable of separating pounds from pennies.





Another programme focused on visual tricks and was much more successful. Armed with a pair of home-made specs with one lens blue and the other red, we entered the world of 3D illusion, thanks to some old 3D movies and the presenters flying over St Paul's Cathedral and Clifton suspension bridge. It worked very well, particularly when objects like tennis balls, presumably retrieved from the earlier programme, were coming straight out of the screen.

Sonya posed the problem: why do the Mona Lisa's eyes follow us even as the painting is turned away, whereas those on a statue don't? And there was a nice man who showed a collection of cameras for taking 3D pictures, currently popular on record sleeves. He was so nice that I expect he winced when he got home from the studio and remembered his immortal definition of 3D photography: "Well 3D really is the ultimate illusion, Mick."

Active participation in the technology *Video and Chips* promotes is encouraged by competitions and DIY fact sheets which are sent out on application. These fact sheets range from what are known in TV parlance as "make and dos" – such as how to make your own 3D specs and how to make a miniature hovercraft – through to a computer aided design software package. Thus they are intended to appeal to all sectors of a very large age range indeed. On the whole the fact sheets were well prepared and interesting to follow, though rough costings would have been helpful for the more complicated electronic experiments which needed parts.

Judging by these two programmes, the series will continue to be a success with children because the production is well paced and fun, if a bit tacky at times. I do wish there wasn't quite such a fear of explanation and there should be much more of Sonya Saul, the series' major discovery.

Projecting

SCHOOLS TELEVISION
Search
ITV Yorkshire
January to June; to be repeated next year

Teachers and heads are continually seeking a proper rationale for project work in the middle years. History and geography as academic subjects were strongly founded in agreed content, and the integrated syllabuses which replace them are too often lacking in any clear focus or intention. The word "skills", for example, is often uttered – perhaps in desperation – because it offers a credible sounding alternative to the cramming of facts. What the skills are and how they can be taught is all too often clouded with imprecision.

Yorkshire Television's *Search*, a series of 18 quarter-hour programmes for the nine to 13 age group, was a clear-headed attempt to address the problem. It had the expressed aim of introducing children to a range of study skills, yet it also made a determined attempt to see that children become more aware of their surroundings, more tolerant of the views and activities of others and more involved in caring for the world in which they live.

The series was divided into four sections of four or five programmes each. Last term "Our world – our community" started by looking at "people and groups". The first programme set up a jolly fictional planet called Magnus and looked at the arrival there of the Pioneer space probe, with that famous gold plaque on the side showing man and the solar system. From there it went on to show children classifying each other by various personal criteria (height, hair colour) and recording their data in various ways. The five programmes headed "Communications" looked at various aspects of the media.

This term, "Conservation" had four programmes on environmental problems. One of them, "Water", showed Seacroft Farm Middle school making a pond in the school grounds and went with Ryecroft Middle School along the banks of the Leeds-Liverpool Canal. Another in this series, "Search goes full circle", was about the recycling of materials and there was a visit to Beaumonts in Dewsbury, where old clothes are pulped and made into felt. The programme then looked at how waste materials can be used in school to make environmentally useful objects such as bird boxes.

The fourth section, "Design and manufacture", covered such skills as using information, graphical skills, display, making aesthetic choice and some calculating skills. The first programme, for example, "Where do we start?", looked at design in fabrics and clothing, and examined how the imaginative ideas of designers are interpreted in manufacture.

This has been an impressive series bolstered by a rich fund of imagination and insight. The focus on skills never wavered, yet the content was always lively and interesting enough to ensure that the skills could be seen naturally and in context. Presentation was lively, and humorous where appropriate, but avoided being whimsical or condescending.

Search will be repeated in spring and summer 1988, and deserves serious consideration from upper junior and lower secondary teachers.

Gerald Haigh

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 31
Other Appointments 31

Primary Education
Headships 31
Deputy Headships Senior Master/Mistresses 32
Scale 2 Posts 34
Scale 1 Posts 35
Remedial and Special Needs Teaching Posts 39

Middle School Education
Headships 39
Deputy Headships Senior Masters/Mistresses 39
Art and Design 39
English 39
Mathematics 39
Music 39
Physical Education 39
Science 39
Speech and Drama 39
Other than by Subjects 39

Secondary Education
Headships 40
Deputy Headships Senior Masters/Mistresses 40
Remedial and Special Needs Teaching Posts 40
Art and Design 49
Commercial Subjects 50
Computer Studies 50
Craft Design & Technology 50
Economics & Business Studies 50
English 52
Geography 53
History 53
Home Economics 54
Humanities 54
Mathematics 54
Modern Languages 56
Multicultural Education 58
Music 58
Pastoral 59
Physical Education 59
Religious Education 60
Science 61
Social Studies 64
Speech and Drama 64
Other than by Subjects 64

Sixth Form Colleges
Scale 1 Posts 65

Special Education
Headships 65
Deputy Headships Senior Masters/Mistresses 65
Heads of Department 65 & 66
Scale 2 Posts 65
Scale 1 Posts 67

Appointments in Scotland 67

Independent Schools
Headships 68
Deputy Headships Senior Master/Mistresses 68
Remedial and Special Needs Teaching Posts 68
Art and Design 68
Classics 68
Computer Studies 68
Craft Design & Technology 68
Economics & Business Studies 68
English 68
Geography 68
Home Economics 68
Mathematics 68
Modern Languages 69
Music 69
Pastoral 69
Physical Education 69
Science 69
Social Studies 69
Other than by Subjects 69

Preparatory Schools
Headships 70
Deputy Headships Senior Masters/Mistresses 70
Classics 70
Craft Design & Technology 70
English 70
Geography 70
Mathematics 70
Modern Languages 70
Music 70
Pastoral 70
Physical Education 70
Science 70
Other than by Subjects 70

Colleges of Further and Tertiary Education
Directors and Principals 71
Heads of Department 71
Other Appointments 71

Colleges and Departments of Art
Heads of Department 75
Other Appointments 75

Polytechnics
Other Appointments 75

University Appointments 75

Colleges of Higher Education
Other Appointments 75

Adult Education 75

Community Homes and Associated Institutes
Other Appointments 83

Youth and Community Service 76

Overseas Appointments 77

Administration
Local Education Authority 81

Administration General 83

Educational Psychologists 83

Examiners 84

Miscellaneous 84

Peripatetic Posts 86

Outdoor Education 86

English as a Foreign Language 86

English as a Second Language 86

Appointments Wanted 86

Educational Courses 86

Tuition 87

Personal Announcements 87

For Sale and Wanted 87

Holidays and Accommodation 87

School Visits 87

Field Study Centres 87

Partnerships 87

Business Opportunities 87

Typing & Duplicating 87

Please address classified advertisements to:
John Ladbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
Classified Advertisement Rates:
Single Column £2.25 per line (min. 3 lines).
Classified Display £12.90 per s.c.c (min. 9.5cm × 2 cols £245.10).
Box number facility £5.00.
All rates are exclusive of V.A.T.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

Nursery Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
WILLOW NURSERY SCHOOL
Oldstone Crescent,
Dunstable
Required for: January 1988
Group 2
A 60 place Nursery School for children aged 3-5
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Nursery School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 17 July 1987.
Bedfordshire is an Equal Opportunities Employer. (11012) 100010

Other Appointments

BERKSHIRE
NORCOT NURSERY SCHOOL
Rear of 895 Oxford Road,
Reading
Tel: Reading 97559
NOR: 145 F/T
Required for January 1988 (Basic Scale): Nursery Teacher to be responsible for a class of 45, 3-5 year olds who attend part-time. The teacher will work with a qualified NNEB. We are looking for an enthusiastic, co-operative person to work as a member of our team. Applicants are encouraged to visit the school (by appointment).
Applications and further details from the Headteacher. Please enclose SAE.
Closing date: 18th September 1987.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (38461) 100026

CHESHIRE
EDUCATION COMMITTEE
WESTMINSTER STREET NURSERY SCHOOL
Nelson Street, Crewe, Cheshire CW1 3LP
SCALE 1 NURSERY TEACHER
Required for September 1987, or as soon as possible, an enthusiastic Nursery Teacher for 52/52 part time places Nursery School with some social disadvantage.
Applicants should detail curriculum strengths and possess ability to work closely in team.
Further details and application form available from the District Education Officer, Delamere House, Delamere Street, Crewe CW1 2LL (Send SAE). Closing date 17th July 1987. (11007) 100026

DERBYSHIRE
COUNTY COUNCIL
Please see our display advertisement under Secondary posts. (11590) 100026

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
FIELDHEAD J I & N SCHOOL
Charlotte Close, Birstall, Batley WF17 9BX
Ref: 1006
Required from September, 1987 a teacher SCALE 1 with nursery training and/or experience for this 40 place Nursery Unit.
Application forms (s.a.e., please) from the Director of Educational Services (Ref. PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (11055) 100026

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HEY WITH ZION PRIMARY SCHOOL
Rowland Way, Lees, Oldham
NURSERY TEACHER - Scale 1
Required from 1st September 1987. Must be conversant with modern Nursery Practice.
This post is temporary for 1 year, during the secondment of the post-holder to another school.
Applications by letter to the Head at the School including c.v. and names and addresses of 2 referees, as soon as possible.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (38724) 100026

Primary School Education

Headships

AVON COUNTY
RODFORD COUNTY JUNIOR SCHOOL
Barnwood Road, Yate, Bristol BS17 4JY
Applications are invited for the Headship of this school Salary in accordance with Group 4.
Vacancy from 1st January 1988.
Stamped addressed envelope for further information and application form (returnable by 17th July 1987) from the Director of Education, Avon House North, PO Box 57, St James Barton, Bristol BS99 7EB.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (11102) 110010

BEDFORDSHIRE
EDUCATION SERVICE
SCOTT LOWER SCHOOL
Hawk Drive, Bedford MK41 7JA
Group 5
Number on roll: January 1988 - 274 children aged 5-9
Required for January 1988.
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 Lower School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 17 July 1987.
Bedfordshire is an Equal Opportunities Employer. (11032) 110010

BEDFORDSHIRE
EDUCATION SERVICE
GREENFIELD LOWER SCHOOL
Pulloxhill Road, Greenfield, Bedford MK45 2ES
Required for: January 1988
Group 2
Number on roll: January 1988 - 81 children aged 5-9
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Lower School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 31 July 1987.
Bedfordshire is an Equal Opportunities Employer. (11017) 110010

BEDFORDSHIRE
EDUCATION SERVICE - PUTNOE LOWER SCHOOL
Overdale, Bedford
Required for: January 1988
Group 5
Number on roll: September 1987 - 389 children aged 5-9 years
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 Lower School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 31 July 1987.
Bedfordshire is an Equal Opportunities Employer. (11016) 110010

BEDFORDSHIRE
EDUCATION SERVICE
PUTTERIDGE JUNIOR SCHOOL
Putteridge Road, Luton LU2 8HJ
Required for: January 1988
Group 5
Number on roll: January 1988 - 290 children aged 7-11 years
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 Junior School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 17 July 1987.
Bedfordshire is an Equal Opportunities Employer. (11013) 110010

BERKSHIRE
ST EDWARDS R.C. FIRST SCHOOL
Windsor, Berks.
(5-9 years)
Group 3
Due to promotion, a Headteacher is required for January 1988.
Applications are invited from suitably qualified and experienced practising Catholic teachers for the Headship of this Group 3 First School.
Application form and further details can be obtained from the Headteacher, Mrs M.C. Carter, St Edwards R.C. First School, Parsonage Lane, Windsor, Berkshire SL4 5EN on receipt of a stamped addressed envelope.
Closing date: 13th July, 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (38462) 110010

Woodgrange Infant School
Sebert Road, London E7 0NJ
Number on roll: 210 + 40 P/T
Head Teacher
Group 4
Required: January 1988
We are seeking to appoint an experienced and dynamic teacher to lead this popular, multicultural school. The school is well supported by the community and provides an exciting opportunity either for someone looking for a first Headship or for an experienced Head seeking new challenges.
London Allowance £1,215
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 14/7/87, Education Offices, 379/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITIES AUTHORITY
(02850)
LONDON BOROUGH OF NEWHAM

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

Primary Education

HEADTEACHER POST

BOX HIGHLANDS COUNTY PRIMARY SCHOOL, BROADWOOD AVENUE, CORSHAM, SN13 0LX
GROUP 4 N.O.R. 184

Owing to the appointment of Mr. R. Oldale to another school in the County, a Head Teacher is required from January, 1988. Highlands is a modern school set in a pleasant area between Corsham and Box. Many of the children are from Service families. The Governors seek to continue the child-centred and caring approach to primary education already established.

Application forms and further details to the Chief Education Officer, (Ref. ST/T/6/LLT), Education Department, County Hall, Trowbridge, Wiltshire,m BA14 8JB. (Large SAE please).

DEPUTY HEAD TEACHER POST

ST. MICHAEL'S PRIMARY SCHOOL, QUEENSWAY, MELKSHAM, SN12 6LS. TEL. No. MELKSHAM 703498
GROUP 6 N.O.R. 346

HEAD TEACHER: Mr. A. Folker

Required from January, 1988 an experienced, effective and hard working Teacher, for the Deputy Head post which arises from the promotion of the present post holder. Full details and application forms (Large SAE please), available from the Head Teacher and returnable as soon as possible.

SCALE 1 POST

WROUGHTON JUNIOR SCHOOL, INVERARY ROAD, SWINDON, SN4 9DP
ESTIMATED N.O.R. - January 1988 - 298
HEAD.TEACHER: Mr. N. Simonds

Required for September 1987, an enthusiastic Scale 1 teacher, with commitment to topic based approach.

Letter of application, c.v., and names and addresses of two referees to the Headteacher at the school (S.A.E. please). Closing date 13th July, 1987.

(40764)

Cheshire

ASTBURY C OF E (AIDED) PRIMARY
Astbury, Nr Congleton, Cheshire CW12 4RG
NOR 99
Group 2

Head Teacher

Required for this village school on the outskirts of Congleton.

The Governors wish to appoint an experienced and committed teacher who will be able to lead the staff in the best of modern primary school practice. They expect to appoint a communicant member of the Church of England.

Further details and application form are available from the District Education Officer, Delamere House, Delamere Street, Crewe CW12 2LL (send SAE).

Closing date 20th July 1987.

(39897)

HEADTEACHER

Required January 1988 at ST. CLARE'S R.C. (Aided) PRIMARY SCHOOL, (Group 4), Cloes Lane, Clacton on Sea.

Applications are invited from suitably qualified teachers for the Headship.

Removal and relocation expenses of c. £4,000 are available for those who qualify.

Application forms and details from the Area Education Office, Park Road, Colchester, Essex CO3 3UP.

Closing date: 24th July 1987.

(40791)

ESSEX County Council

PRIMARY HEADSHIPS
continued

BEXLEY
LONDON BOROUGH
Applications are invited from appropriately qualified and experienced teachers for the post of
HEAD TEACHER
PELHAM PRIMARY SCHOOL
GROUP 6
Appointment to commence 1st January 1988.
Application forms and further details available from Chief Education Officer for Schools (T.S) Town Hall, Crayford, Kent DA1 4EN to whom they should be returned by 13th July 1988. Provision of temporary housing accommodation may be available. (40818) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
DINTON C.E. (VOLUNTARY AIDED) FIRST SCHOOL
School Lane, Dinton,
Aylesbury, Bucks. HP17 8UG
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from January 1988.
Roll: 43 pupils aged 5 - 8.
Group: 1.
This is a re-advertisement and previous applicants will automatically be reconsidered.
Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR.
CLOSING DATE: 17 July 1987. (38594) 110010

DERBYSHIRE
COUNTY COUNCIL
DERBY DIOCESAN COUNCIL OF EDUCATION
PRIMARY HEADSHIP CO/43/37/P

Group 2 (Plus an allowance equivalent to the difference between group 2 and group 3 to reflect increasing numbers).
Applicants should be committed Christians sympathetic to the Anglican foundation of the school.

Fritchley CE (Aided) Primary School, Fritchley, Derby DE5 2FQ. (S-11, NOR 106).

Applications and further particulars (SAE foolscap please) from the Clerk to the Governors, Mrs K. Rogers, 'Breysdene' Front Street, Fritchley, Derby DE5 2FQ.

Closing date - 31st July 1987. (11064) 110010

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55.
(11019) 110010

DURHAM
COUNTY COUNCIL
HEADSHIP
Applications are invited from suitably qualified and experienced teachers for the above post at the following school. (Tenable from September, 1987.

DURHAM GILESGATE INFANTS SCHOOL
Group 4
Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UJ upon receipt of a foolscap stamped addressed envelope to be returned by Friday 17th July 1987. (38578) 110010

HAMPSHIRE
GOSPORT, ALVERSTOKE COUNTY INFANT SCHOOL
Required January 1988 -
HEADTEACHER - GROUP 4.
Application forms and further details on receipt of an s.a.e. from Fareham/Gosport Area Education Office, Walpole Road, Gosport, Hants, PO12 1BU. Closing date 17th July 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(38746) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
ST ANNBROOK
SISSINGHURST C.E. (AIDED) PRIMARY SCHOOL
Sissinghurst, Cranbrook TN17 2JG
GROUP 3
Roll 105
January, 1988. Applications are invited for the HEADSHIP of this school from candidates sympathetic to, and willing to work in close harmony with, the local Church.
Application form and further details available from the Area Education Office (PT/SD), 39 Grove Hill Road, Tunbridge Wells TN1 1SL, to whom they should be returned no later than 17th July.

MID KENT AREA
ST PETER'S C.E. PRIMARY SCHOOL
Mount Pleasant, Aylesford, Maidstone ME20 7SE
Appointment of Headteacher from 3 roll 132. Headteacher required with effect from January 1988 in this controlled primary school.
Application form and further details available from the Mid Kent Area Education Office, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ (use please re-turnable by 24th July 1987.

SOUTH KENT AREA
ST AUGUSTINES RC (AIDED) PRIMARY SCHOOL
Seabrook Road, Hythe CT21 5QE
HEADTEACHER - Group 4
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers, holding a Catholic Teachers' Certificate, for the Headship commencing January 1988.
Application form and further details from Father Murphy, Austin Friars, Lower Blackhouse Hill, Hythe CT21 5LE
CLOSING DATE: 27th July 1987.

WARDEN HOUSE COUNTY PRIMARY SCHOOL
Birdwood Avenue, Deal CT14 9PP
Appointment of Headteacher Group 5 Roll 260 mixed
Applications are invited for the post of Headteacher from the 1st January, 1988.
Application forms and further particulars available from Area Education Officer, Shorncliffe Road, Folkestone, Kent CT20 2SQ to whom applications should be returned by 24th July, 1987. (11309) 110010

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
HEADSHIPS 2 posts
(1) WOODSEND PRIMARY SCHOOL
(GROUP 3)
(2) BEYMOUR PARK PRIMARY SCHOOL
(GROUP 4)
Both posts are available from 1st January 1988 or sooner if possible. Applicants are invited from suitably qualified and experienced teachers.
Application forms and further details available from and returnable to the Chief Education Officer, Trafford Metropolitan Borough Council, PO Box 19, Town Hall, Talton Road, Sale, Greater Manchester M33 1YH. Tel: 061-872 3101 Ext 3126 or 3188. Closing date 17th July 1987. (11004) 110010

WAKEFIELD
Please see display advertisement on Page 50.
(11098) 110010

Deputy Headships
Second Masters/ Mistresses

AVON COUNTY
HILFIELDS PARK JUNIOR SCHOOL
The Greenway, Hillfields Park, Fishponds, Bristol BS16 4LA
Required from 1st January 1988, a Deputy Head (Group 5).

Applications are invited from enthusiastic and experienced teachers willing to take an active part in curriculum development.
Musical ability and an interest in musical activities would be an advantage.
Letters of application to the Headteacher giving full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (11103) 110012

Education
Head Teachers

Qualified teachers are required at the following schools. Vacant 1 September:-

Group 6
HUCKNALL ANNIE HOLGATE JUNIOR
High Leys Road,
Hucknall,
Nottingham, NG15 6EZ.
Roll: 380
The vacancy is created by the resignation of the present Head Teacher.

Group 3
CARLTON CENTRAL INFANT
Garden Avenue,
Foxhill Road,
Carlton,
Nottingham,
NG4 1GS.
Roll: 147
The vacancy is created by the retirement of the present Head Teacher.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer, at County Hall. Closing date 17 July. Please quote ref. 528.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ALL SAINTS C.E. AIDED JUNIOR SCHOOL
Dogsthorpe Road,
Peterborough PE1 3PW
Tel: Peterborough 63688
Head Teacher: Mr. E. Husbands
Group 4
Required for January 1988:-
Deputy Head Teacher.
Applications are invited from suitably qualified and experienced teachers. Practising communicant members of Church of England preferred. Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 17th July, 1987. (40765) 110012

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
CASTLE HILL INFANTS' SCHOOL
Dunlor Drive, New Addington, Croydon CR0 0RJ
Tel: Lodge Hill (0689) 43009
DEPUTY HEADSHIP

Applications are invited from enthusiastic and flexible teachers with wide experience throughout the relevant age range.
The appointed person will be expected to take a significant part in management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of childrens' language.

Please telephone the Head Teacher, Mrs J.W. Fleet to arrange a visit.

Salary: Deputy Head Group plus London Weighting.

Tenable: January 1988.

Closing date for applications 24th July.
(11088) 110012

SURREY COUNTY COUNCIL

* **FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.**
* **Temporary housing may be available.**
* **Generous relocation expenses in approved cases.**

HEADSHIP

Re-advertisement
ST BARTHOLOMEW'S CE (A) FIRST SCHOOL
Chestnut Avenue, Haslemere GU27 2AT. NOR 119.

HEADTEACHER required for January 1988 or earlier if possible for this Group 3 school for pupils aged 5-8.
Salary Scale: £14236-£14853 pa.
Communicant member of the Church of England preferred.
Application form and further details from the SW Area Education Officer, 14a/b North Street, Guildford GU1 4AF (SAE please). Previous applicants will be considered and need not re-apply.
Closing date: 15 July 1987.

(40793)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for 1st January 1988 and the closing date is 16th July 1987.

For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ.

COUNTY PRIMARY SCHOOL

BURNLEY JUNIOR TUTORIAL CENTRE
Burnley (20 on Roll)
SCALE 4 (equivalent) – TEACHER-IN-CHARGE

Special Schools

LANCASTER SCOTFORTH HOUSE CENTRE
Lancaster (41 on Roll)
10th August 1987 or as soon as possible
SCALE 1 – NURSERY AGE RANGE 3 TO 5
– Experience with Language Development preferred

RAWTENSTALL TUTORIAL CENTRE
Rossendale (24 places)
1st September 1987 or 1st January 1988
SCALE 1 + SSA – PRIMARY

VOLUNTARY AIDED PRIMARY SCHOOL
In which the Governors are the Employers
BOLTON BY BOWLAND CE (AIDED)
Clitheroe (33 on Roll)
HEADTEACHER – GROUP 1 – Committed Christian Essential

02845

BRENT EDUCATION

towards a better future

COME AND JOIN US

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/ paternity leave
- hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

Primary

HEADTEACHER — Group 4

SALUSBURY INFANTS SCHOOL, Salusbury Road, NW6 6RG. Tel: 01-624 0250. (Roll 220, SPA Range £201–£276).

Required from JANUARY 1988 –

HEADTEACHER (Group 4). Salusbury Infants School is situated in the southern half of the Borough and is easily accessible by bus and train. The school has a deserved reputation for curriculum development and democratic leadership. The school has a very supportive parents association.
We are looking for applicants with sound successful teaching experience in the appropriate age range and with experience of management and curriculum developments. They should have a practical understanding and experience of curriculum planning for a multi-cultural society, a thorough grasp of and commitment to equal opportunities and a proven record of building successful links with parents and the community. Applications from members of black communities are particularly welcome, subject to Section 38 (i) (b) of the Race Relations Act 1976.
Application forms and further particulars are available (large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW. Tel 01-900 5426.

DEPUTY HEAD — Group 5

SUDBURY INFANT SCHOOL, Watford Road, Wembley, Middlesex HA0 3EY. Tel: 01-904 6438.

Required from SEPTEMBER 1987 –

DEPUTY HEAD (Group 5). An experienced enthusiastic teacher is required for the post of Deputy Head of this large infant School. The post will carry pastoral, curricular and administrative responsibilities. Applicants should have previous experience of curricular planning, individualised reading and parental involvement, particularly within the context of multicultural and anti-racist education, and of leading or supporting other staff.

DEPUTY HEADTEACHER — Group 4

SALUSBURY JUNIORS SCHOOL, Salusbury Road, Kilburn, NW6. Tel: 01-624 0311.

Required from SEPTEMBER 1987 –

DEPUTY HEADTEACHER (Group 4). Applications are invited from teachers keen to join a hard working and enthusiastic team in a school committing itself to raising pupils attainment, to parental and community involvement and the implementation of Race and Gender Equality policies.
The Deputy Headteacher will work in partnership with the Headteacher and share responsibility for the organisation and management of the school. All candidates are expected to have a proven record of implementing Race and Gender Equality policies, and experience of building links with parents and the community. Candidates should have successful experience of formulating, leading and co-ordinating curriculum initiatives. They should be prepared to take an active role in staff development and school-based in-service and be capable of working collaboratively with staff. Visits welcome.
Applications are particularly welcome from members of the black communities and as such Section 38 (i) (b) of the Race Relations Act 1976 applies.

DEPUTY HEADTEACHER — Group 4

FURNESS JUNIOR SCHOOL, Furness Road, NW10 5YT. Tel: 01-965 5977. (SPA Range £210–£276).

Required from JANUARY 1988 or as soon as possible –

DEPUTY HEADTEACHER (Group 4). An experienced and well qualified teacher to play a leading role in the development of the school. The post will carry pastoral, curricular and administrative responsibilities. All applicants should have practical experience of curriculum planning as well as management expertise. Visits welcomed.

HEADTEACHER — Group 5

VICARS GREEN JM & I SCHOOL, Lily Gardens, Alperton, Wembley, HA0 1DP. Tel: 01-997 6734. (Roll 173, expected to rise to 200).

Required from January 1988

HEADTEACHER (Group 5). Vicars Green Primary School is a one form entry school, is situated in the South Western part of the Borough and is easily accessible by bus and train. It serves a multicultural area, mainly to the South of Ealing Road.
There is a Parents Association which is very supportive of school activities and the staff as a whole giving their assistance to organised events through the year.
We are looking for applicants with sound successful teaching experience in the appropriate age range and with demonstrative management expertise. They should have a practical understanding and experience of curriculum planning for a multi-cultural society, a thorough grasp of and commitment to equal opportunities and a proven record of building successful links with parents and the community. Applicants from members of black communities are particularly welcome, subject to Section 38 (i) (b) of the Race Relations Act 1976.
Application forms and further particulars are available (large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW, returnable within 14 days. Tel: 01-900 5426.

IN-SERVICE CO-ORDINATOR — Scale 2
INFANT LANGUAGE DEVELOPMENT TEACHER — Scale 2

KINGSBURY GREEN JUNIOR MIXED & INFANT SCHOOL, Old Kenton Lane, Kingsbury, NW9. Tel: 01-204 6423. (Roll 375).

Required from SEPTEMBER 1987 –

IN-SERVICE CO-ORDINATOR (Scale 2) to oversee the school's in-service needs and policies.

Required from SEPTEMBER 1987 –

INFANT LANGUAGE DEVELOPMENT TEACHER (Scale 2). The postholder will be responsible for the development and implementation of the infant language policy and will be expected to liaise closely with the junior postholder.

TEACHER — Scale 2

ROE GREEN JUNIOR MIXED SCHOOL, Princess Avenue, NW9 9JL. Tel: 01-204 5221. (Roll 440).

Required from SEPTEMBER 1987 –

A TEACHER (Scale 2) to lead and co-ordinate the MATHEMATICS in a year group (4 classes). Enthusiasm rather than expertise is required as in-service training will be given to the successful candidate

TEACHER — Scale 2

BRAINCROFT INFANT SCHOOL, Warren Road, NW2. Tel: 01-452 6109. (Roll 323).

Required IMMEDIATELY –

TEACHER (Scale 2) to take responsibility for co-ordinating the use of the school AVA equipment and promoting Computer Studies.

MUSIC TEACHER — Scale 2

LYON PARK INFANTS SCHOOL, Vincent Road, Wembley, HA0 4HH. Tel: 01-902 5454.

Required from SEPTEMBER 1987 –

A MUSIC TEACHER (Scale 2). A suitably qualified and experienced Infant Teacher required to organise and extend the musical life of the school. The rich diversity of background of the school population offers exciting educational possibilities and we need a teacher who is keen to exploit this potential.

TEACHER with responsibility for SOCIAL STUDIES/HUMANITIES — Scale 2
TEACHER with responsibility for MATHEMATICS — Scale 2

OLIVER GOLDSMITH JUNIOR MIXED SCHOOL, Coniston Gardens, NW9 7BA. Tel: 01-205 6038. (Roll 192).

Required AS SOON AS POSSIBLE –

TEACHER with responsibility for co-ordinating SOCIAL STUDIES/HUMANITIES (Scale 2) throughout the school. Applications are invited from experienced and enthusiastic teachers who would like to take on the role of co-ordinator for Social Studies/Humanities. Candidates must have experience of using an approach that is both integrated and topic based and yet ensures a balance school for an application form and further information. Visits welcome.

Required AS SOON AS POSSIBLE –

TEACHER with responsibility for co-ordinating MATHEMATICS (Scale 2) throughout the school. Applications are invited from qualified teachers with an interest in the area of Primary Mathematics who would like to join an experienced and enthusiastic staff as Mathematics co-ordinator. Candidates must be committed to the development of problem solving and investigative Mathematics. The school has recently invested a large proportion of its capitation in Mathematics resources and is committed to further school based in-service in this area as part of its institutional development plan. Candidates must be fully committed to equal opportunities in education and to raising standards of attainment for all children. This vacancy has arisen due to retirement. Please write to the school for an application form and further information. Visits welcomed.

NURSERY TEACHER — Scale 1

EVAN DAVIS NURSERY SCHOOL, Shakespeare Crescent, NW10 8NP. Tel: 01-965 9334. (Roll 60, SPA Range £201–£276).

Required from SEPTEMBER 1987 –

Enthusiastic and committed NURSERY TEACHER (Scale 1) with knowledge of good early childhood practice required for this small, friendly school which offers extended day facilities. The person appointed will form part of a team with another teacher and four Nursery Officers and will be expected to play a part in increasing parental involvement in the life of the school.

NURSERY CO-ORDINATOR — Scale 2
P.E. CO-ORDINATOR — Scale 2
CLASS TEACHER — Scale 2

BRENTFIELD JUNIOR MIXED & INFANTS & NURSERY SCHOOL, 41 & 43 Meadow Garth, NW10. Tel: 01-963 5326. (Roll 298).

Required from SEPTEMBER 1987 –

An experienced NURSERY CO-ORDINATOR (Scale 2), needed to co-ordinate the work of the Nursery class. The successful candidate will have the opportunity to develop the nursery curriculum and work with a group of Nursery Officers.

Required from SEPTEMBER 1987 –

An experienced, enthusiastic P.E. CO-ORDINATOR (Scale 2) required to develop P.E. throughout the whole school.

Required from SEPTEMBER 1987 –

An experienced COMPUTER ASSISTED LEARNING CLASS TEACHER (Scale 2) required to work alongside colleagues developing positive approaches to using the computer in the curriculum.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.
UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.
Brent is fundamentally committed to multicultural education.
Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.
London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.
BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

To: The School/Office

Please send me further information

Name

Address

Address

I am interested in the post of

TES

PRIMARY DEPUTY HEADSHIPS
continued

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
COULSDON C OF E PRIMARY SCHOOL
Bradmore Green, Old Coulsdon, Surrey CR5 1ED
Tel: Downland (07375) 54789

DEPUTY HEAD TEACHER

Applicants should be qualified and experienced teachers and preferably communicant members of the Church of England. Initially they will be required to take a class of second and third year juniors and should be imaginative, creative and enthusiastic.

The school enjoys strong parental support and a close liaison with the Parish Church of St. John.

Please apply to: Rev. John Wiltshire, The Rectory, 232 Coulsdon Road, Old Coulsdon, Surrey CR5 1ED.

Salary: Deputy Head Group 4 Plus London Weighting.

Tenable: January 1988.

Closing date for applications 7th August 1987. (11087) 110012

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11020) 110012

ESSEX
MERRYLANDS COUNTY JUNIOR SCHOOL
Cumberland Drive, Laindon, Basildon SS15 6QS
Tel: 0268 417893
(Roll-242)
DEPUTY HEADTEACHER
Group 5 £309 f.a.
Required January 1988.
Committed, caring teacher of high calibre to join and lead a hardworking, co-operative team in lively, growing semi-open plan school.
Removal and relocation expenses of c.£4,000 available for those who qualify.
Send large s.a.e. to S.W. Area Education Office, The Knares, Basildon, SS16 5RX for form and details.
Closing date: 17th July 1987. (11202) 110012

ESSEX
READVERTISEMENT
PURFLEET COUNTY PRIMARY SCHOOL
Tank Hill Road, Purfleet RM16 1TA
Tel: Purfleet 865038
(Roll-287)
CURRICULUM & RESOURCE DEVELOPMENT Scale 3
£309 p.a. £201 spa.
Required January 1988.
Previous applicants automatically considered.
Enthusiastic, junior teacher to work closely with colleagues, to initiate ideas and development in new open-plan building.
Send large s.a.e. to S.W. Essex Area, Education Office, The Knares, Basildon SS16 5RX for form and details.
Closing date: 17th July 1987.

ST. ANNE LINE R.C. (AIDED) JUNIOR SCHOOL
Wickhay, Basildon SS15 5AS
Tel: 0268 23400
(Roll-172)
DEPUTY HEADTEACHER
Group 4 £309 f.a.
Required January 1988
RE-ADVERTISEMENT
Previous applicants automatically considered.
Teacher with sound experience and ability to take initiatives in curriculum development in semi-open plan school.
Removal and relocation expenses of c.£4,000 available for those who qualify.
Send s.a.e. (large) to S.W. Area Education Office, The Knares, Basildon SS16 5RX for form and details.
Closing date: 17th July 1987.

SUMNERS COUNTY PRIMARY SCHOOL
Sumners Road, Harlow CM19 5RD
Tel: Harlow 417410
(Roll-548)
SECOND DEPUTY HEADTEACHER (Group 7)
Applications are invited from candidates able to demonstrate a commitment to good practice and experience in the development of primary children.
(London Fringe Allowance).
Closing date: 13th July 1987.
Further details and application form from Area Education Office, St. Johns Road, Epping, Essex. (38290) 110012

HAMPSHIRE
ST PAUL'S R.C. FIRST AND MIDDLE SCHOOL
Bourne Road, Paulsgrove, Portsmouth
Required January 1988 DEPUTY HEADTEACHER - GROUP 4. A practising Catholic is essential.
Application form and further details from the Clerk to the Governors at the school. Closing date 17th July 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38740) 110012

ALTMORE INFANT SCHOOL.
ALTMORE AVENUE, EAST HAM, LONDON E6 2BX

Head Teacher Miss C WILLIAMS
Number on roll: 300+

DEPUTY HEAD TEACHER
Group 5

Required: January 1987 or as soon as possible.

Applications are invited from experienced teachers with a particular understanding and commitment to community and multicultural education — capable of making a major contribution to curriculum and staff development. Proven organisational skills necessary.
London allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 14/4/87.
Director of Education, Education Offices, 378/383 High Street, Stratford E15 4RD

AN EQUAL OPPORTUNITIES AUTHORITY (02881)

LONDON BOROUGH OF NEWHAM

Directorate of Education and Recreation
ST PAUL'S C OF E PRIMARY SCHOOL
Orchard Road, Chessington, Surrey KT9 1AJ
Head: Mr R. A. Finch
No on roll: 341
Tel: 01-397 1988 3553

Deputy Head

Deputy Head Teacher required from January 1988 for this Group 4 Primary School.
Applicants should possess an energetic and imaginative approach to the tasks of organisation and curriculum development and sound experience in classroom practice. Committed member of the Church of England preferred.
London Allowance £795.
Application forms and further details from the Director of Education and Recreation, Guildhall, Kingston-upon-Thames, Surrey KT1 1EU (SAE please). Tel: 01-546 2121, to whom completed application forms should be returned by Friday 17th July 1987. (40759)

Royal Borough of KINGSTON upon Thames
An equal opportunities employer

GLOUCESTERSHIRE
COUNTY COUNCIL
NAUNTON PARK PRIMARY SCHOOL
Naunton Lane, Cheltenham GL53 7BU
274 on roll

Required January 1988 Deputy Head, Group 4. Application forms and further details from Head Teacher (S.A.E. please).

Closing date: 22nd July 1987.

Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the community. (38272) 110012

HARROW
EDUCATION COMMITTEE
ELMGROVE MIDDLE SCHOOL
Kenmore Avenue, Harrow, Middlesex
Tel: 01-907 0162

Required for January 1988 - Deputy Headteacher - Group 5. An experienced and enthusiastic teacher is required.

Applicants should be good communicators and be committed to good primary practice in school which serves children from a wide range of social and cultural backgrounds.

Please state curricular interests. Visits welcome.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 17th July 1987.

Please enclose stamped addressed envelope.

Harrow is an equal opportunities employer. (11544) 110012

HERTFORDSHIRE
ROUNDWOOD JMI SCHOOL
Roundwood Park, Harpenden, Herts. AL5 3AD
Group 4
Head: Mr. G. Last
Deputy Head (Group 4 London Fringe Allowance) required for January 1988. Applications for this post are invited from experienced teachers capable of putting into effect and promoting good primary practice throughout this JMI School. The ability to assume managerial responsibilities will also be necessary.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Application forms, which should be returned by Friday 24th July, and further details are available from the Head. S.a.e. please. Prospective candidates are welcome to visit the school by arrangement. Tel: 0582-460756. (40745) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
OAK FARM INFANTS SCHOOL
Windsor Avenue, Hillingdon, Uxbridge UB10 9PD
Headteacher: Mrs H. Bona

Required for January 1988 a Deputy Headteacher for this Group 5 school.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 17 July 1987.

Outer London Allowance Payable. (38689) 110012

LIVERPOOL
EDUCATION DEPARTMENT
DEPUTY HEAD TEACHER
Group 2 £11,528 - £12,957
ST. NICHOLAS RC INFANT SCHOOL
Brownlow Hill, Liverpool L3 5RF
(PD SP)

Required for 1 September 1987 or, as soon as possible thereafter. Music an advantage.

Application forms obtainable from (send SAE) the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote P & M 64(a).

Application forms returnable to Monsignor Malone, Cathedral House, Liverpool 3. Closing date: 13 July 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (38484) 110012

REDBRIDGE
PARKHILL INFANTS' SCHOOL
Lord Avenue, Clayhall, Ilford, Essex IG5 0DB
Tel: 01-550 1730
Headteacher: Mrs E.W. Flood

Required for January 1988: DEPUTY HEADTEACHER (Group 4).

An enthusiastic and experienced Infant teacher is sought for this expanding Group 4 school. Applicants should be willing to make a positive contribution to the organisation and development of the curriculum.

Removal and relocation expenses (up to £3,850) are payable in approved cases. London Weighting: £795.

Application forms (with further details) are available from and returnable to the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 3135).

Closing date: 17 July 1987. (11170) 110012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
Required for September, 1987, or as soon as possible thereafter:-
HUDSON ROAD PRIMARY SCHOOL (GROUP 6)
Deputy Headteacher (Group 6)
MILL HILL PRIMARY SCHOOL (GROUP 6)
Deputy Headteacher (Group 6)
Application forms for the above posts are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland, SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned by 17th July, 1987. (11576) 110012

SURREY
EDUCATION COMMITTEE
CAMBERLEY COUNTY FIRST SCHOOL
France Hill Drive, Camberley GU15 3QA
Deputy Headteacher required from January 1988 for this Group 4 School for pupils aged 5-8 years. The school has a 20-place nursery unit (providing 40 places on a part-time basis).
Salary Scale: £12,126 - £13,500 p.a.
Application forms and further details from the North West Area Education Officer, 9 Heathside Road, Woking, Surrey GU22 7EU (SAE please).
Closing date: 17 July 1987.
RE-ADVERTISEMENT Previous applicants will be considered and need not re-apply. (11155) 110012

WEST SUSSEX
HAWTHORNS COUNTY FIRST SCHOOL
Worthing
DEPUTY HEADTEACHER
Deputy Headteacher required September for this Group 4 Semi-open plan First School following promotion of present post-holder. Experience in first schools essential.
Further details and application form from the Headteacher, Hawthorns First School, Poplar Road, Durrington, Worthing, West Sussex.
Re-advertisement previous applicants will be considered and need not re-apply. (38650) 110012

WILTSHIRE
Please see display advertisement on Page 33. (35425) 110012

Scale 2 Posts and above

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BOROUGH UNATTACHED STAFF
Required for January 1988 or sooner if possible: Three suitably qualified and experienced teachers to serve on the Authority's Borough Unattached Staff. These posts offer an opportunity for teachers to broaden their experience and so strengthen their future career prospects. Borough Unattached teachers are members of the Authority's permanent staff. They serve principally in primary schools but sometimes in special schools or the Special Education Units. They are allocated to schools normally for a term at a time, though they occasionally remain in the same school for two terms or longer. It may, in some instances, be necessary for them to serve in several schools during the course of a term. At the level of Scale 3 they could be required to fill temporary posts of some responsibility. The requirement for Scale 3 is that applicants should have proven experience in both Infant and Junior schools. Scale 2 or 3 according to experience and qualifications. £1,915 per annum Inner London Allowance.

GODWIN INFANT'S SCHOOL
Pinnymore Road, Dagenham, Essex
Required for September 1987 or as soon as possible thereafter: An experienced and enthusiastic teacher to take responsibility for Mathematics and Computer Studies, Scale 2 plus £1,915 per annum Inner London Allowance.
Informal visits welcome (Tel: 01-592 3771).
Reimbursement of removal expenses in approved cases for both posts.
Application forms for the above 2 posts from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Returnable as soon as possible.
An equal opportunity employer. (11317) 110020

CHESHIRE
EDUCATION COMMITTEE
CHATFIELD COUNTY PRIMARY SCHOOL
Chatfield Drive, Birchwood, Warrington WA3 3QW
Tel: Warrington 810371
EDUCATIONAL VISITOR - SCALE 2

Enthusiastic, committed, caring Teacher required in this New Town open-plan School. The post will involve home visits, community links, pre-school education as well as some teaching in the School.

Further details and application forms are available from and returnable to: District Education Officer, Education Office, Priestley House, Sankey Street, Warrington WA1 1PH. Please enclose a stamped addressed envelope. Closing date 13th July 1987. (40738) 110020

EALING
LONDON BOROUGH EDUCATION SERVICE
ACTON GREEN COMBINED FIRST AND MIDDLE SCHOOL
Acton Lane, Acton Green W4 5AW
Required for September 1987 if possible, Scale 2 teacher with an enthusiastic approach for a small class of children who have special educational needs.
Visits to the school welcome. £1215 London Weighting.
Application forms from the school (sae) to be returned by 17th July 1987.
Ealing's New council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (38754) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SIDE PRIMARY SCHOOL
Trinity Street, Enfield EN2 6NS
Roll 380
Required January 1988, an enthusiastic and experienced teacher able to assist with curriculum development. (Scale 2).
Candidates should be prepared to take any age in a primary school but initially will be required to be responsible for our infant class. Applicants should state their particular strengths.
Visits to the school are welcome. Telephone the Headteacher 01-363 1120.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Headteacher by 17th July, 1987.
An equal opportunity employer. (11053) 110020

ESSEX
GREAT TOTHAM COUNTY PRIMARY SCHOOL
Walden House Road, Great Totham, Maldon CM9 8PN
Tel: Maldon 891091
(Roll - 436)
TEACHER Scale 3
Required January 1988.
Experienced teacher. The successful candidate will have responsibility for co-ordinating mathematics and science throughout the school. Diploma in mathematics desirable.
Apply by letter, including c.v. direct to the Headmaster. (38291) 110020

ESSEX
WHITE BRIDGE JUNIOR SCHOOL
Greenstead Road, Loughton
Tel: 01-508 5772
(Roll-162)
JUNIOR TEACHER Scale 2
Required September 1987 or January 1988.
Enthusiastic teacher committed to topic work approach. Interest in computers/technology or music an advantage.
Closing date: 14th July 1987.
Please apply to Headteacher. (38295) 110020

HEREFORD AND WORCESTER
COUNTY COUNCIL
RONKSWOOD JUNIOR SCHOOL
Canterbury Road, Worcester WR5 1NQ

Required from September, 1987, an enthusiastic teacher, with an interest in modern day technology, to introduce an Art/C.D.T. problem solving based activity programme throughout the school. The ability to play the piano to a high standard would be viewed most favourably. Scale 2 post available for suitably qualified applicant.

Application forms and further details are available from the Headteacher (S.a.e. please). (39222) 110020

HERTFORDSHIRE
LEY PARK JM SCHOOL
Cozens Lane East, Broxbourne, Herts. EN10 6QA
Head: Mr A. J. O'Shea
Teacher required for September 1987 or January 1988. Scale 2 may be available for suitable applicant.
Please apply to the head at the school for application form and further details (sae please).
Fringe allowance of £309 pa payable; generous removal expenses, including mortgage subsidy in approved cases. (11913) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GLEBE PRIMARY SCHOOL
Sussex Road, Ickenham, Uxbridge UB10 8PH
Headteacher: D.R. Thomas

Required for January 1988 an experienced, enthusiastic class teacher required to take responsibility for Physical Education, Swimming, Boys Games and AVA/Resources.

Scale 2 post available for a suitably qualified candidate.

Apply by letter in the first instance enclosing CV and the names and addresses of two referees to the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 17 July 1987.

Outer London Allowance Payable. (38687) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
OAK FARM JUNIOR SCHOOL
Windsor Avenue, Hillingdon, Uxbridge UB10 9PD
Headteacher: D. Burdett

Required for January 1988, an experienced and enthusiastic classteacher to take responsibility for the development of P.E. and Games, throughout the school. When applying candidates are requested to indicate whether they have any other curriculum interests. Scale 2 post available for suitably qualified candidate.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance Payable. (38690) 110020

LIVERPOOL
EDUCATION DEPARTMENT
ASSISTANT TEACHER Scale 2
ST. PAUL'S AND ST. TIMOTHY'S RC INFANT SCHOOL
South Parkside Drive, Liverpool L12 8RP

Required for 1 September 1987 or as soon as possible thereafter. To take responsibility for infants music.

Application forms obtainable from (send SAE) the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote P & M 997(a). Applications returnable to: Very Rev. Canon V. Burrowes, St. Paul's Presbytery, Spring Grove, Liverpool L12 8SJ. Closing date: 13 July 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (38455) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. LUKE'S C. E. PRIMARY SCHOOL
Ruscoe Road, London E16 1JB
Head Teacher: Mr. R. Polley
Number on Roll: 230
Required September 1987.
TEACHER - Scale 2
An S2 teacher to work initially with an infant class. Applicants should state their areas of interest and be practising Christians or in sympathy with the aims of a church school.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (sae please) available from the Head Teacher to whom completed forms should be returned 14.7.87.
Director of Education, Education Offices, 378/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITIES AUTHORITY. (39810) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
TOLLGATE J. M. & I. SCHOOL
Barclay Road, London E13 8SA
Head Teacher: Mrs. B.M. Fassbind
Number on Roll: Expected future roll: 357. 60 Nursery (Part-time)
ENVIRONMENTAL STUDIES Scale currently 3
Required January 1988 or as soon as possible.
An experienced and enthusiastic teacher to co-ordinate and take responsibility for the development of Environmental Studies throughout this newly organised J.M. & I. School.
A willingness to work as a member of a team and across the entire age range is essential.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 14 July 1987, Education Offices, 378/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITIES AUTHORITY. (39812) 110020

PRIMARY EDUCATION
continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GARRICK GREEN C FIRST SCHOOL
Garrick Green, Old Catton, Norwich NR6 7AL

Scale 2 Teacher with responsibility for music required for September or as soon as possible thereafter.

Letters of application with full c.v. and names and addresses of two referees direct to the Headteacher at the school. S.a.e. please. (40760) 110020

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
OLD BUCKENHAM C P SCHOOL

Scale 2 experienced Teacher required for September 1987 or January 1988. To take a lead in a major curriculum area.

Application forms obtainable, only on receipt of a s.a.e. from The Southern Area Education Officer, Canterbury Way, Thetford IP24 1DA and should be returned to the same address by 16.7.87. (38794) 110020

NORTH YORKSHIRE
COPMANTHORPE COUNTY JUNIOR
Experienced class teacher Scale 2 required to be responsible for Music throughout the school. The school has an orchestra and a choir.
Application forms available from Dept. 'A', Area Education Office, 60 Piccadilly, York YO1 1PW (SAE please) to whom completed forms should be returned by 14th July 1987. (11242) 110020

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
BARTON MOSS COUNTY PRIMARY SCHOOL
TRIPPIER Road, Peel Green, Eccles M30 8GB
ASSISTANT TEACHER SCALE 2
Required for September 1987 or as soon as possible thereafter.
Applications are invited from an experienced and enthusiastic teacher of Infants. Applicants should state their curricular interests and expertise.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 17th July 1987. (38585) 110020

SURREY
EDUCATION COMMITTEE
SANDCROSS COUNTY MIDDLE SCHOOL
Sandcross Lane, Reigate RH2 8HH
Tel: Reigate 245467
Scale Two available for enthusiastic class teacher with ability to head a thriving Music Department from September 1987 or January 1988.
Please telephone the school for Application Form and further details. (11161) 110020

WAKEFIELD
Please see display advertisement on Page 50. (11167) 110020

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ICKNIELD JUNIOR SCHOOL
Birdsfoot Lane, Luton, Beds.
Tel: 574667
Required for September 1987/January 1988 a teacher to take full and active part in curriculum development with special responsibility in Physical Education. Scale 1/2. Application welcome from newly qualified or experienced teachers.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (11040) 110022

BEDFORDSHIRE
EDUCATION SERVICE
ELSTOW LOWER SCHOOL
High Street, Elstow, Bedford MK42 9XP
Tel: Bedford (0234 61457)
Required for September 1987 for the academic year 1987/88 only initially to cover the sick-ness leave of the present post-holder, an experienced, enthusiastic teacher across the 5 to 9 age range, scale one.
Initially the successful candidate will teach a class within the 6 to 9 age group.
Application forms and further details from the Headmistress, SAE please.
Closing date: Monday 6th July, 1987.
Bedfordshire is an Equal Opportunities Employer. (11035) 110022

BERKSHIRE
HOLYPORT C.E. PRIMARY SCHOOL
Stroud Farm Road, Holyport, Maidenhead.
NOR: 330
Required for September 1987 a teacher (Scale 1) for either the Infant or Junior Department of this semi-open plan school.
Apply to the Headteacher immediately, on Maidenhead [illegible]
No closing date.
An Equal Opportunity Employer. (41235) 110022

BERKSHIRE
ROYAL BOROUGH OF BERKSHIRE
GODOLPHIN FIRST SCHOOL
Warrington Avenue, Slough
Tel: Slough 21888
Required for September 1987 an experienced and enthusiastic teacher to take over the management of the class of children in the lower unit of the school.
Please apply to Headteacher for further details. Visits to the school welcomed.
No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (11239) 110022

BROMLEY
STEWART FLEMING PRIMARY SCHOOL
Witham Road, Anerley SE20 7YB
Tel: 01-778 5510
For September 1987, a primary school teacher, to work initially with a class of 1st year Juniors/top infants. Applicants must be willing to work within a curriculum team and participate fully in primary school life.
Applications would be welcome from teachers seeking their first appointment.
Visits welcome.
Details/application forms from and returnable to the Headteacher (large SAE please) by 13th July, 1987. (11168) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
PORTFIELDS COUNTY FIRST SCHOOL
Westbury Lane, Newport Pagnell MK16 8PS
(Headteacher Mrs. A. Ingham)
Required for September a Scale One teacher to join a forward looking staff. This post could be attractive to new entrants to the profession.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (11570) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
GREAT LINFORD COUNTY COMBINED SCHOOL
St. Leger Drive, Great Linford, Milton Keynes MK14
Headteacher C.W. Jones, B.Ed.
Tel: MK 605027
Required for September 1987 or Janaury 1988 a teacher interested in working initially with children between the ages of 10 and 12. Enthusiasm for Physical Education would be an asset.
Applications from newly qualified teachers would be welcome. Scale I Post.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. If job description is required please send an A5 stamped addressed envelope to the Headteacher. (11569) 110022

BUCKINGHAMSHIRE
Equal Opportunity Employer
THE MEADOWS COUNTY COMBINED SCHOOL
School Road, Wooburn Green, High Wycombe, Bucks. HP10 0HF
Head: Mrs J.M. Jarvis
NOR: 192
Required for September an enthusiastic class teacher interested in providing a rich environment for children's learning within the Middle School. Interest in girls games would be an advantage. Scale 2 post may be available for a suitable candidate.
Telephone the school for application form and further details. Bourne End 21634. (11549) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEDGROVE COUNTY FIRST SCHOOL
Ingram Avenue, Aylesbury, Bucks. HP21 7DJ
Headteacher: Mrs. E.G. O'Sullivan
Roll: 306 pupils
Scale: 2
Required September 1987, a Teacher to be responsible for Language work across the curriculum, and able to work as part of a team.
This is a temporary post for two years covering a secondment.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (38592) 110022

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
CASTLEFIELD COUNTY MIDDLE SCHOOL
Middle Way, Castlefield, High Wycombe HP12 3LE
Head: Mr L.A. Taylor
NOR: 255
Required for September for this Multi Racial Social Priority school a full-time class teacher for first year (age 8-9) pupils.
Applicants are welcome to visit the school informally (Tel: H.W. 21754).
Further particulars and application form may be obtained from the Headteacher on receipt of stamped addressed envelope. (38591) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
COPPERFIELD COUNTY MIDDLE SCHOOL
Chapter, Coffee Hall, Milton Keynes MK6 5EA
(Headteacher: Mr I Chapman BA) Required from September 1987 a teacher in the upper part of the school. Scale one.
Assistance with removal expences may be available in approved cases. There is a wide range of housing to buy in the area.
Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. If job description is required. Please send an A5 stamped addressed envelope to the Headteacher. (38589) 110022

CALDERDALE
METROPLITAN BOROUGH COUNCIL
The Council is committed to being an equal opportunities employer and service
EDUCATION DEPARTMENT
TEACHING VACANCIES
BEECH HILL J. & I. SCHOOL
Mount Pleasant Avenue, Halifax HX1 5TN
Ref. EDP/2175
Permnent full-time Scale 1 post. The person appointed will have responsibility initially for a class of 6-7 year old children many of whom are bi- and multi-lingual.
Further details are available from the Headteacher who welcomes enquiries from interested applicants.
Application forms for the above post must be obtained from the Head Teacher (large s.a.e. please) to whom completed forms should be returned, quoting post refrence number by 15th July 1987. (03563) 110022

CAMBRIDGESHIRE
NEWHAM CROFT C.F. SCHOOL
Chedworth Street, Cambridge CB3 9JF
Required for January or September if possible, Scale 1 teacher for Middle Infants.
Application form and further details available from the Headteacher. (Tel: Cambridge 355817). (40771) 110022

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
ST. PETER'S C.E. AIDED JUNIOR SCHOOL
Trafford Road, Wisbech, Cambs, PE13 2ES
Tel: Wisbech 583570
Head Teacher: Mr. S.J. Parker
GROUP 4
Required for September 1987:
Two vacancies exist for keen and enthusiastic teachers. Applicants should state their special strengths but ability in special needs, boys' games and/or science would be an advantage. Scale 1 posts. Applicants should also be in sympathy with the aims of a Church Aided School.
Further details and an application form available from the Head Teacher (s.a.e.) to be returned immediately. (Equal Opportunity Employer). (38782) 110022

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT
FAIRFIELD C.E. (AIDED) PRIMARY SCHOOL
Tel: Warrington 35145
REQUIRED FOR SEPTEMBER 1987.
Middle Infants Class.

Preference will be given to a practising member of the Church of England/practising Christian.

Further details are available on request from the Head Teacher.

Application forms available from: District Education Officer, Education Office, Priestley House, Sankey Street, Warrington WA1 1PH and returnable to: Reverend Canon Jo Collins, B.A., The Rectory, Warrington. Please enclose s.a.e. Closing date 14th July 1987. (40739) 110022

CHESHIRE
EDUCATION COMMITTEE
CHURCH LAWTON GATE CP SCHOOL
Cherry Tree Avenue, Church Lawton, Stoke on Trent ST7 3EL
SCALE 1 TEACHER

Infant Teacher for vertically grouped Infant class. Teacher committed to experience based learning.

Application forms available from and returnable to the Headteacher (Send S.A.E.).

Closing date 10th July 1987. (11005) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
CASTLE HILL JUNIOR SCHOOL
Dunley Drive, New Addington, Croydon CR0 0RJ
Tel: 0689 45148

Three enthusiastic, energetic and creative teachers required for this friendly Junior School. Visits to the school welcome. For further information and application forms please contact the Head Teacher.

Salary: Scale 1.

Tenable: 1st September 1987. (11085) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
OVAL PRIMARY SCHOOL
Oval Road, Croydon CR0 6BQ
Tel: 01-688 3000

One vacancy exists in the Infant Department. An experienced teacher is preferred to take a class of middle infants. Please state curricular strengths.

A junior is also required, experence and enthusiasm for environmental studies/P.E. should be welcome.

Visits to the school welcomed. For further information and application forms please contact the Head Teacher.

Salary: Scale 1.

Tenable: September 1987. (11086) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
RYELANDS PRIMARY SCHOOL
Albert Road, London SE25
Tel: 01-656 4165

Two vacancies exist in this semi open plan school. One is for a nursery/reception teacher with an understanding of story book reading. The other post is for an enthusiastic junior teacher.

Please state curricular interests. Visits welcomed.

Salary: Scale 1, Scale 2 available for suitable applicant.

Tenable: September 1987. (11083) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
WEST THORNTON SCHOOL
Rosecourt Road, Croydon CR0 3BS
Tel: 01-684 3497

Enthusiastic teacher, prepared to work throughout the Infant's age range, but with a Top Infants' class initially, is required for our friendly, multi-cultural school.

A vacancy also exists in the Junior Department for a teacher committed to an integrated approach to the curriculum.

Visits and enquiries welcomed.

Salary: Scale 1.

Tenable: September 1, 1987.

Please contact P.J. Westlake, Head Teacher for further details. (11084) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
BEULAH INFANTS SCHOOL
Furze Road, Thornton Heath, Surrey CR4 8NJ
Tel: 01-653 4918

Two enthusiastic and adaptable teachers required for this multi-ethnic school. The successful applicants will be expected to work closely with colleagues and become full included in all aspects of school life. Visits to the school welcomed.

Salary: Scale 1.

Tenable: September 1987. (11080) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
WINTERBOURNE INFANTS SCHOOL
Winterbourne Road, Thornton Heath, Surrey CR4 7QT
Tel: 01-669 7684

Two enthusiastic teachers are needed for this large multicultural school. Candidates should be able to offer strengths in one or all of the following: Music, RE, Special Educational Needs - and should be willing to work closely with colleagues and becomes fully involved in all aspects of school life. Visits to the school are welcome.

Salary: Scale 1, with Scale 2 available for suitable applicant.

Tenable: 1st September 1987. (11082) 110022

DERBYSHIRE
COUNTY COUNCIL
Please see our display advertisement under Secondary posts. (11586) 110022

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11030) 110022

DORSET
SWANAGE COUNTY FIRST SCHOOL
Mount Scar, Swanage
TWO TEACHERS (Scale 1) required from September for temporary full-time appointment.
For further details please ring the Headmaster (Swanage 422424) as soon as possible. (11143) 110022

BRENT EDUCATION
towards a better future

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools - exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable

COME AND JOIN US

TEACHER — Scale 2
OUR LADY OF GRACE RC INFANT AND NURSERY SCHOOL, Dollis Hill Avenue, London NW2 6EU (Tel: 01-450 6002/6757) (Roll: 194 – 60 part-time Nursery)
Required from SEPTEMBER 1987 — TEACHER (Scale 2). Applications are invited from enthusiastic Infant trained or experienced teachers offering some specialism in one or more of the following curriculum areas: Religious Education, Art and Craft/Display, Environmental Studies/Science. Catholic teacher preferred. Visits to the school welcome. The appointment will be to the service of the Governors. Previous applicants will be considered without replying. Application forms (S.A.E.) obtainable from the Headteacher, returnable within 14 days.

INFANT TRAINED TEACHER — Scale 1 or 2
ST JOSEPH'S RC PRIMARY SCHOOL, Goodson Road, Willesden, London NW10 9LS (Tel: 01-965 5651 – Infant Dept (01-965 4296)
Required from SEPTEMBER 1987 — INFANT TRAINED TEACHER (Scale 1 or 2). An Infant trained teacher with ability to teach Music to 9 Infant classes and help class teachers with groups of children. Scale 2 post available for suitable applicant but the Governors would welcome applications for a 1st appointment on Scale 1. Catholic preferred.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

TWO CLASS TEACHERS — Scale 1
CLASS TEACHER — Scale 2
ST MARY'S RC INFANTS SCHOOL, Canterbury Road, Kilburn NW6 5TS (Tel: 01-624 1830 (Roll: 307, with Nursery, SPA Range £201–£276)

Required from SEPTEMBER 1987 — TWO CLASS TEACHERS (Scale 1). Probationers welcome. Enthusiastic teachers who are willing to take an active part in the life of the school. Practising Catholics preferred. Informal visits to the school welcome.

Required from SEPTEMBER 1987 — CLASS TEACHER (Scale 2) — Music. Enthusiastic teacher who is willing to take an active part in the life of the school. Practising Catholics preferred. informal visits to the school are welcome.

INFANT CO-ORDINATOR — Scale 3
ST MARY'S CE JMI SCHOOL, Garnet Road, London NW10 (Tel: 01-451 0363)
Required from SEPTEMBER 1987 — INFANT CO-ORDINATOR (Scale 3).

To: The School/Office
Address
I am interested in the post of
Please send me further information
Name:
Address:

An equal opportunities employer

PRIMARY EDUCATION
continued

EAST SUSSEX
NORTHIAM C.E. PRIMARY SCHOOL
Northiam, Rye TN31 6NB
Roll: 104
From September 1988: Teacher (Scale 1) for a class of 1st and 2nd year Juniors. Some experience preferable. Music throughout the school essential.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher.
(11411) 110022

EAST SUSSEX
CROSS-IN-HAND C.E. PRIMARY SCHOOL
Sheepsetting Lane, Heathfield TN21 0XG
Roll: 370
From January 1988: an enthusiastic, experienced Infant Teacher (Scale 1). Please state curriculum strengths.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher!
(11409) 110022

HAMPSHIRE
SOUTH EAST HANTS AREA ST ALBAN'S C.E. FIRST AND MIDDLE SCHOOL
St Alban's Road, Havant, Hants.
Apply Headteacher Mr W. Burgess
Tel: Havant 482079
Required September 1987, qualified, experienced first school teacher with interest in early years education. Scale 1 (or Scale 2 for suitably qualified person).
Closing date: 13th July 1987
Please apply to Headteacher, enclosing s.a.e. for further details and application form.
We pursue a policy of equality of opportunity. Applications are particularly invited from people with disabilities.
(11005) 110022

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
WOLSEY JUNIOR SCHOOL
King Henry's Drive, New Addington, Croydon, Surrey CRO 0PA
Tel: 0689 43103

Vacancies exist for enthusiastic and creative teachers for middle junior classes who are willing to become fully involved in school life. Commencing on 7th September. An interest in music would be a distinct advantage.

Probationers are welcome while there is a possibility of a Scale 11 post for an experienced applicant. Tel: 0689 43103 for a preliminary visit. Application forms and further details from the Head Teacher.

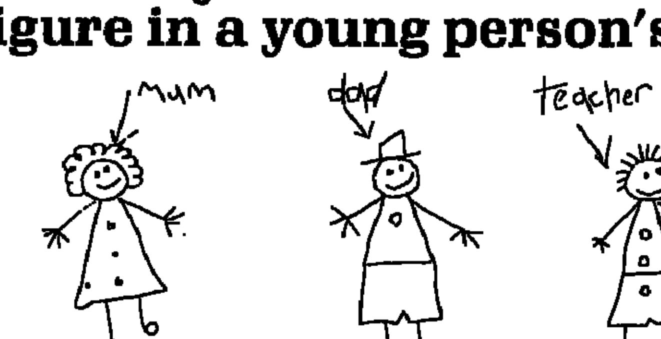
Closing date for applications 17th July.

Salary: Scale 1 (with a Scale 11 for suitable applicant).

Tenable: September 1987. (11079) 110022

PRIMARY TEACHERS
SEPTEMBER 1987

After mums and dads, probably the most influential figure in a young person's life.



Here in Enfield we recognise the central role that a teacher plays in a child's development. We recognise the importance of the job satisfaction of our teachers, which is why we support them with one of the best in service programmes around, both in the school and authority setting.
But, apart from job satisfaction, there are other plusses to working in Enfield. Because here you'll find the best combination of city and suburban living: a pleasant, outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 — with its motorway links to just about every corner of the country. And there's a lively, informal Teachers' Centre — offering a wide range of educational, social and leisure activities.

ENFIELD for greater job satisfaction.
London Allowance £795
Application forms (large S.A.E.) obtainable from and to be returned to:
The Education Department (Establishment), P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

An Equal Opportunity Employer
LONDON BOROUGH OF **Enfield**

CLASS OF 1987?

aiming for excellence?

Are you training to be a teacher and in your final year at college?
Are you looking for professional advancement and early financial reward for your skills?

Are you aiming for the highest possible standards, both for yourself and for the children and young people whom you teach? High standards - in intellectual endeavour, personal behaviour, creativity, academic achievement?

Are you keen to be involved in pioneering new educational practice — in the curriculum, in relationships, in teaching and learning methods, in concepts of equality and fairness?

If so, it is in your professional and financial interest that you should consider starting your career as one of Brent's primary or secondary teachers. We are interested in recruiting to our 'pool' of nursery, infant and junior teachers and also secondary teachers of CDT, Home Economics, Maths, Science, Computer Studies and Humanities.

Prospective candidates are invited to visit our schools to see our policies in practice. Successful candidates will have the opportunity to visit schools before being placed.

The Council has agreed that successful candidates may begin their induction from the time they leave college in July. *This early employment offers students a superb induction training opportunity and is worth about £1,300 (gross) in extra pay to each probationary teacher.*

Brent is situated in North West London near the West End and the countryside and is well served by tube, bus and train. It is a borough small enough to be friendly and have a sense of identity but large enough to resource pioneering policies. It has some of the best pupil-teacher ratios in the country.

If you would like to learn more or come to see us, as a first step you should return the quick reply coupon below. You will be sent an information pack on our work, ideals and how we help new teachers at the start of their careers.

Full Inner London Allowance (£1,215) and Social Priority Allowance (in appropriate schools) is payable.

Brent is an equal opportunity employer and fundamentally committed to multi-cultural education.

To apply, fill in and return the coupon below to: Teacher Recruitment Department, London Borough of Brent, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW, or telephone 01-900 5486.

BRENT EDUCATION

Quick reply coupon
Name ______
Address ______
______ Daytime telephone no ______
Preference: *Primary:* Nursery ☐ Infant ☐ Junior ☐
Secondary: Home Economics ☐ Maths ☐ Science ☐ CDT ☐
Humanities ☐ Computer Studies ☐
TES

EALING
LONDON BOROUGH EDUCATION SERVICE
PERMANENT UNATTACHED PRIMARY/SECONDARY (CDT) TEACHERS
Required from September Scale 1/2 (London Weighting £1,215) required to cover for specific consecutive temporary vacancies or long-term absences of at least a term each (e.g. secondment, maternity leave). These are permanent posts and ordinary national and local conditions of service will be applicable. Experienced teachers and probationers are equally welcome to apply. You must have Qualified Teacher Status granted by the DES.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by 17 July.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (38756) 110022

EALING
LONDON BOROUGH EDUCATION SERVICE
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabiltiels and from lesbians and gay men
For all Posts:- £1,215 London Weighting
For all Posts:- Application forms from the Heads (SAE) to be returned by 17 July

COSTON FIRST & MIDDLE SCHOOL
Oldfield Lane South, Greenford UB6 9JU
Required for September or as soon as possible thereafter, TEACHER to join enthusiastic teaching team and active school staff. Class responsibility with First Department.
Applications from First Appointments welcomed. Scale 1.

DERWENTWATER FIRST SCHOOL
Shakespeare Road, Acton W3 6SA
Teacher required for September 1987 to take a class of 2nd or 3rd year children. A commitment to community links within education is essential and a knowledge of the 'integrated day' approach to teaching is desirable.
Anyone offering music as a curriculum specialism could be deployed throughout the school age range. Visits welcome - Tel: 01-992 5710. Scale 1 and Social Priority payments.

GIFFORD FIRST SCHOOL
Greenhill Gardens, Northolt UB5 6BU
PART-TIME TEACHER
Required for September for 4 sessions per week to work with groups of children in the classroom situation plus 1 session per week specifically to release teachers for in-service training. Pro-rata Scale 1.

HAVELOCK FIRST SCHOOL
Havelock Road, Southall UB2 4PA
Required for September or as soon as possible, an ENTHUSIASTIC SCALE 1 TEACHER with a commitment to multicultural education to join a well established team.
Applications from first appointments welcomed; a knowledge of Asian languages would be an advantage.

HORSENDEN FIRST SCHOOL
Horsenden Lane North, Greenford UB6 0PB
Required for September and enthusiastic FIRST SCHOOL CLASS TEACHER, Scale 2 post may be available for suitably qualified candidate offering any of the following: Music, Art Craft and Display, Science and Environmental Studies but applications from First Appointments welcomed.

NORTH EALING FIRST & MIDDLE SCHOOL
Pitshanger Lane, Ealing W5 1RP
PART-TIME TEACHER
Required for 5 sessions per week to share a class in the First School. Pro rata Scale 1.

PERIVALE FIRST SCHOOL
Sarsfield Road, Perivale, Greenford UB6 7AF
Required for September 1987 SCALE I TEACHER for second year class in this happy multi-ethnic school. Applicants should be interested in a multicultural approach to the curriculum, and welcome parental involvement in the classroom. Visits welcomed. 01-997 8836.

WOOD END FIRST SCHOOL
Wood End Way, Northolt UB5 4QG
Required for September or as soon as possible, ENTHUSIASTIC AND ADAPTABLE PART-TIME TEACHER. Pro rata [illegible]

PRIMARY TEACHERS
SCALE 1
We will have a variety of Nursery/Infant and Junior Scale 1 Appointments in September for newly qualified teachers
WE OFFER YOU:
- *Salary Payment from 1st July 1987 (worth £1,300).*
- *A secure start to your career in a progressive and supportive Authority*
- *Planned induction courses and extensive in-service training*
- *Among the best pupil-teacher ratios in the country*
- *Visits to schools to ensure you start your career in the one that's right for you*
- *Possible assistance with accommodation*

Full Inner London Allowance.
For application form and further information please contact Haringey Education Service, 48 Station Road, Wood Green, London, N22 4TY. Tel: 01-881 3000 ext. 3147.

(02884)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

LONDON BOROUGH OF HARINGEY
ARCHDIOCESE OF WESTMINSTER
SCALE 1/2
Our Lady of Muswell RC Primary School
Pages Lane, London N10 1PS

Required from September 1987, a full time class teacher for Infant class. Applicants should be committed Catholics with experience of contemporary theory and practice in J.M. & I. schools with particular reference to infant age groups. Experience in co-ordinating an area of the curriculum would be considered an advantage. A scale 2 post is available for a suitably qualified and experienced candidate.

SCALE 1/2
Full time class teacher for lower junior class. Applicants should be committed Catholics and have a working knowledge of contemporary theory and practice in J.M. & I. schools. An interest in science/environmental studies and an ability to co-ordinate an area of the curriculum would be considered an advantage. A scale 2 post is available for a suitably qualified and experienced candidate.

Candidates wishing to visit the school should contact the headteacher (01-444 9997). Application forms (s.a.e) are available from the headteacher and should be returned to M.J. Butcher (Chairman of the Governors), 16 Bedford Street, Covent Garden, London WC2E 9HF by not later than 10th July 1987.

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

PRIMARY SCHOOLS
St. Martins C of E Junior and Infant School Lake Lane, Liskeard. PL14 3DE. Group 5
SCALE 1
Required for September. Scale 1 teacher to teach Juniors, initially first year Juniors. Applicants must be committed Christians and should state particular interests and abilities.
Application form/further details are available from the District Clerk, District Education Office, Graylands, Dean Street, Liskeard, PL14 4AZ on receipt of SAE.

CORNWALL COUNTY COUNCIL

PRIMARY EDUCATION
continued

EALING
LONDON BOROUGH EDUCATION SERVICE
OUR LADY OF THE VISITATION RC FIRST & MIDDLE SCHOOL
Greenford Road, Greenford, Middx UB6 9AN
Required for September a general teacher Scale 1 for First Department.
Applicants must be committed Roman Catholic teachers
£1,215 London Weighting.
Application form (SAE) from Head to be returned by 17 July.
(38760) 110022

ESSEX
SPINNEY COUNTY JUNIOR SCHOOL
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25755
(Roll-172)
Teacher Scale 1
Required September, 1987.
Committed and enthusiastic teacher. Ability to play piano an advantage. One term appointment in first instance, possibility of permanent position.
Further details and application form from Headteacher.

WALTHAM HOLY CROSS COUNTY JUNIOR SCHOOL
Quendon Drive, off Monkswood Avenue, Waltham Abbey EN9 1LG
Tel: Lea Valley 713191
(Roll-276)
JUNIOR TEACHER Scale 1
Required September 1987.
Experienced Junior Teacher to teach fourth years in first instance.
Please contact Headteacher.
(38896) 110022

HARROW
EDUCATION COMMITTEE
PINNER PARK FIRST SCHOOL
Melbourne Ave., Headstone Lane, North Harrow, Middx.
Tel: 01-863 2191
SCALE 1

0.5. Support Teacher for special needs wanted for September 1987. Must be prepared to teach group and class work throughout the 5 - 8 age range.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 15th July 1987.

Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer.
(38715) 110022

HARROW
EDUCATION COMMITTEE
MARLBOROUGH FIRST AND MIDDLE SCHOOL
Marlborough Hill, Harrow HA1 1UJ
Tel: 01-427 3087

Required for September teacher to take a class of 5/6 year olds. An understanding of modern educational practice is essential. Should candidates wish to contact the school to discuss the post they will be most welcome.

Outer London Allowance Payable.

Application forms from and to be returned to the Head of the School by 15th July.

Please enclose stamped addressed envelope.

Harrow is an equal opportunities employer.
(11542) 110022

HARROW
EDUCATION COMMITTEE
ST. JOHN FISHER FIRST AND MIDDLE SCHOOL
Melrose Road, Pinner, Middx. HA5 5RA
Tel: 01-868 2961

Required for September a teacher to take responsibility for a class preferably in our first school. Governors expect to appoint a teacher who is committed to, or in sympathy with, the practice of the Catholic religion.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 15 July 1987. Please enclose stamped addressed envelope.

Harrow is an equal opportunities employer.
(11537) 110022

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARD'S C. OF E. J.M. & I. SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 45971
(Roll 744)
Headteacher: Mrs. M. I. Groves
Required for September 1987 two temporary scale 1 teachers to take junior age classes to cover the maternity leave of absence of the current postholders.
Application forms are available (sae please) from the Director of Educational Services (Ref: STAFFING/DHT), Mercury House, Mercury Gardens, Romford RM1 3DW and should be returned to the Clerk to the Governors at the School by the 17th July 1987.
[illegible] 110022

HERTFORDSHIRE
PEARTREE SPRING JUNIOR SCHOOL
School Close, Stevenage SG2 9TY
Tel: 351371
Mr R.A. King
Required for September or January Scale 1 teacher.
Further details from Headteacher to whom letters of application with full C.V. and names and addresses of two referees should be sent as soon as possible (s.a.e. please).
Reference no. TES2.
(41295) 110022

HERTFORDSHIRE
CUFFLEY JMI SCHOOL
Theobalds Road, Cuffley
Tel: 4677
(a) Required for September, 1987, temporary for one term, a Teacher, Scale 1, for a junior class.
(b) Required for January, 1988, a permanent teacher for a junior class.
In both cases application forms and further details available from the Head at the School (sae please).
Generous removal expenses, including mortgage subsidy in approved cases.
Fringe allowance of £309 p.a. payable. (11221) 110022

HERTFORDSHIRE
LORDSHIP FARM JMI. SCHOOL
Four Acres, Manor Park, Letchworth, Herts. SG6 2HY
Tel: Letchworth (0462) 673954
Head: Mr. J. Perkins
Required for September a Teacher for Upper Juniors. Scale 1. Applications to the Headteacher, enclosing c.v. and names and addresses of two referees. (11224) 110022

HERTFORDSHIRE
COMMONSWOOD JMI SCHOOL
The Commons, Welwyn Garden City
Tel: 326461
a) Required for September, 1987, temporary for one term, a teacher, Scale 1, for a lower junior class.
b) Required for January, 1988, a permanent teacher, for a lower junior class initially.
Generous removal expenses, including mortgage subsidy, in approved cases.
Fringe allowance payable of £309 p.a.
Application forms available from the Head at the School (sae please). (11210) 110022

LINCOLNSHIRE
ST. MARY'S R.C. SCHOOL
Ashland Drive, Boston. PE21 9PX
Group 4 - Roll 157
Ref: T618
Enthusiastic Teacher (0.6) required for September 1987 to teach top juniors. Catholic teacher preferred. Scale 1.
SAE to Head for form and details. Closing date 17.7.87.
(38769) 110022

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origins, age, disability, marital status, sex or sexual orientation.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m.–4.30 p.m. providing for teachers children from 3–5 years of age.

Except where otherwise stated application form (and further details) available from and returnable to the Head Teacher concerned.

Waltham Forest

Secondary

SCALE 2

WARWICK BOYS' SCHOOL,
Barrett Road, London E17
Head: Mr A J Cooper
Required for September
Teacher I/C Music Scale 2 plus Outer London Allowance required in this Boys comprehensive school for pupils aged 11-16 years (320 on roll).
Warwick Boys' School will be an 11-16 school in 1990. Required for September 1987 a Music Teacher (Scale 2) who is committed to the comprehensive philosophy in a multi-ethnic school practising an equal opportunities policy. Music plays a major part in the curriculum and in extra curricular activities, with participation and enjoyment being high priorities.
Send letter of application, CV and names and addresses of two referees to the Headteacher.
Closing date: 17th July 1987.
Ref. P93/860.

GEORGE MITCHELL SCHOOL,
Farmer Road, London E10
Head: Miss M S Brown
Required for September
Music Co-ordinator (Scale 2 plus Outer London Allowance) required in this mixed comprehensive school for pupils aged 11-14 years (372 on roll).
George Mitchell will be an 11-16 school by 1990. This is a key post with the Faculty of Design and Performance. The successful candidate will be responsible for developing Music teaching throughout the school.
Closing date: 17th July 1987.
Ref. P78/870.

SCALE 1

HIGHAMS PARK SCHOOL,
Handsworth Avenue,
Highams Park E4 9PJ
Head: Mr A D Browne
Required for September
Humanities Teacher Scale 1 plus Outer London and Social Priority Allowance required in this mixed comprehensive school for pupils aged 11-16 years (950 roll).

Applications are invited from suitably qualified and enthusiastic teachers of Humanities for a Scale 1 post in this 11-16 co-educational comprehensive school. The successful candidate will join a lively and enthusiastic department team and will have the opportunity to teach mainly in the lower school. Candidates should have specialist qualifications in History, Geography or Religious Education.

Applicants are requested to telephone the school to ask for further details, and application forms should be returned to the Head Teacher within one week of the appearance of this advertisement.
Ref. P90/868.

SIR GEORGE MONOUX 6TH FORM COLLEGE DESIGNATE,
Chingford Road, London E17
Principal: Mrs C H M Moffett
Required for September 1988
Teacher of English (Scale 1 plus Outer London Allowance) required in this Sixth Form College Designate which is still teaching Fourth and Fifth years.
Teacher of English to teach at all levels including 'A' Level Language and Literature. Excellent opportunity to join a skilled and imaginative department.
Send letter of application, CV and names and addresses of two referees to the Headteacher.
Closing date: 10th July 1987.
Ref. P90/871.

Primary

SCALE 3

SOUTH GROVE PRIMARY SCHOOL,
Ringwood Road, London E17
Head: Mr K Winger
Required for January
Language Co-ordinator for this large multicultural primary school, operating a thematic approach wth co-operative teaching.
Scale 3 plus Outer London Allowance.
Closing date: 14th July 1987.
Ref. P56A/850.

STONEYDOWN PARK JUNIOR/ PRIMARY SCHOOL,
Pretoria Avenue, London E17
Head: Mr P Preedy
Required for September or as soon as possible thereafter
Curriculum Co-ordinator
A successful experienced teacher required initially to co-ordinate curriculum development and continuity in this multicultural school. Stoneydown Park will become a Primary school with nursery unit in September 1988.
Scale 3 plus Outer London Allowance.
Closing date: 14th July 1987
Ref. P57/864.

SCALE 2

DAVIES INFANTS SCHOOL,
Davies Lane, London E11
Head: Mrs D Pusey
Required for September
Experienced teacher required to Co-ordinate Science in this multicultural school.
Scale 2 plus Outer London and Social Priority Allowances.
Closing date: 14th July 1987.
Ref. P21/853.

ST. SAVIOUR'S C. OF E. PRIMARY SCHOOL,
Verulam Avenue, London E17
Head: Mr B Jones
Required for September or as soon as possible thereafter.
Humanities Co-ordinator:
Experienced teacher to co-ordinate work across the 3 to 11 range, junior and/or infant experience acceptable.
Communicant member of the Church of England preferred.
Scale 2 plus Outer London Allowance.
Ref. P54/866.

WOODSIDE INFANTS' SCHOOL,
Wood Street, London E17
Head: Mrs B Rainey
Required for September or as soon as possible thereafter.
Experienced nursery teacher in the 60 f.t.e. nursery unit in this large multicultural infants' school.
Scale 2 plus Outer London and Social Priority Allowances.
Ref. P69/849.

SCALE 1

BARCLAY JUNIOR SCHOOL,
Canterbury Road, London E10
Head: Mr J Cullis
Required for September
A temporary full-time Class Teacher for 4th year children. An interest in Science would be an advantage. Newly qualified teachers welcomed.
Scale 1 plus Outer London Allowance.
Ref. P4/863.

CHURCH MEAD INFANTS SCHOOL,
Grange Road, London E10
Head: Mrs A Cartledge
Required for September
Two teachers required for this large multicultural Infants School.
Scale 1 plus Outer London and Social Priority Allowances. Ref. P18/854.

DOWNSELL INFANTS' SCHOOL,
Downsell Road, London E15
Head: Miss S Brodie
Required for September
Nursery teacher for 60 place f.t.e. Nursery in Multicultural community.
Scale 1 plus Outer London and Social Priority Allowances.
Ref. P23/851.

MAYVILLE JUNIOR SCHOOL,
Mayville Road, London E11
Head: Mr A Tuffin
Required for September
Class teacher for first or second year initially. Preliminary visits welcome.
Scale 1 plus Outer London and Social Priority Allowances.
Ref. P37/852.

STONEYDOWN PARK JUNIOR/ PRIMARY SCHOOL,
Pretoria Avenue, London E17
Head: Mr P Preedy
Required for 2nd October
Temporary Junior teacher required to cover a Maternity Leave in this multicultural school.
Scale 1 plus Outer London Allowance.
Ref. P57/869.

ST. SAVIOUR'S C. OF E. PRIMARY SCHOOL,
Verulam Avenue, E17
Head: Mr B Jones
Required for September
Temporary teacher to take an older infant class for 1 term only.
Scale 1 plus Outer London Allowance.
Ref. P54/865.

WOODSIDE JUNIOR SCHOOL,
Wood Street, London E17
Head: Mrs J Hole
Required for September
Teacher required with an interest in a community approach to education. Newly qualified teachers are welcome.
Scale 1 plus Outer London and Social Priority Allowances.
Ref. P68/855.

Special

SCALE 2

JOSEPH CLARKE SCHOOL,
Vincent Road, Highams Park E4 9PP
Head: Mr F Smith
Teacher required for this all age day school for the visually impaired.
The successful applicant will be expected to teach pupils over the nursery and infant range. This post has become available due to the increase in the size of the primary department. Building will begin to extend this department in July 1987.
This is an ideal opportunity for a teacher with ideas to join a committed team in a developing school. Available for a suitably qualified/experienced teacher. Knowledge or experience of computers would be of assistance. Experience of teaching visually impaired children is an advantage but not essential.
Scale 2(S) plus Outer London Allowance.
Closing date: 17th July 1987 Ref. S8/859.

THE SECONDARY SPECIAL SCHOOL (WALTHAM FOREST/ GROSVENOR HOUSE),
Faversham Avenue, E4
Head: Ms S C Sullivan
The Secondary Special School (Waltham Forest/Grosvenor House) is a large mixed school for pupils with learning and behavioural difficulties catering for 180+ pupils aged 12-19 years on three sites. It is planned to accommodate the reorganised school within one building in 1989.
Required for Autumn Term 1987
(i) CDT Teacher Scale 2(S) plus Outer London Allowance.
Required to be responsible for CDT throughout the school in a well-equipped workshop.
Closing date: 17th July 1987.
Ref. S11/856.
(ii) P.E. Teacher Scale 2(S) plus Outer London Allowance.
Required to take responsibility for boys' P.E. throughout the school.
Closing date: 17th July 1987.
Ref. S11/857.

SCALE 1

THE SECONDARY SPECIAL SCHOOL (WALTHAM FOREST/ GROSVENOR HOUSE),
Faversham Avenue, Chingford E4
Head: Ms S C Sullivan
Required for Autumn Term 1987
Class teacher Scale 1(S) plus Outer London Allowance. Required to teach basic skills in a team teaching situation.
The Secondary Special School (Waltham Forest/Grosvenor House) is a large mixed school for pupils with learning and behavioural difficulties catering for 180+ pupils aged 12-19 years on three sites. It is planned to accommodate the reorganised school within one building in 1989.
Ref. S11/858.

Barking & Dagenham
LONDON BOROUGH

APPOINTMENT OF NEWLY QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London, we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:
* 100% removal expenses to teachers moving to the area to take up permanent positions.
* special consideration for temporary Council accommodation (for up to a year).
* £1215 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, town Hall, Barking, Essex (s.a.e.).

Applications should be made as soon as possible.

An equal opportunity employer. (40736)

PRIMARY EDUCATION
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

PERMANENT SUPPLY TEACHERS - PRIMARY

Qualified, Primary trained teachers with experience, are invited to apply for appointment to the Authority's team of full-time Permanent Supply Teachers (Scale 1-2 according to experience £795 London Allowance). The teachers appointed will be required to cover for absence or vacancies as necessary and will be employed under the same terms and conditions as permanent full-time established teachers.

Applications from disabled persons will be welcomed.

Outer London Allowance Payable. (38691) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
ST MARY'S C.E. (AIDED) JUNIOR SCHOOL
St Mary's Road, Swanley, Kent BR8 7BU
September 1987. Scale 1. Part-time (0.5) Junior teacher required. Good general ability throughout the junior age range. Practising Communicant Anglican preferred.
Applications to the Clerk to the Governors c/o the school as soon as possible.

SOUTH KENT AREA
MORE HALL COUNTY PRIMARY SCHOOL
Chart Road, Folkstone, Kent CT19 4EW
Required for January 1988 a young enthusiastic teacher willing to work with any age group in the Infants Department. An interest in music and an ability to play the piano, also an interest in science would be desirable.
Applications to the Headteacher. (11303) 110022

KNOWSLEY
BRASS TEACHER - SCALE 1 REQUIRED AS SOON AS POSSIBLE.
Applicants should have a knowledge of all brass instruments and should be interested in contemporary styles and the use of instrumental music in the classroom. The post will combine teaching duties (largely in groups) and other essential musical activities, e.g., participating/playing in Youth Orchestras, music centres and staff ensembles.
Applicants could be interested in conducting, as there is a possibility of being responsible for the Knowsley Training Orchestra. Applications are welcome from newly-qualified teachers (probationers).
Application forms are available (sae) from the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom they should be returned by 17 July 1987. (39805) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
WIMBLEDON PARK PRIMARY SCHOOL
Havana Road, Wimbledon SW19 8EJ
Tel: 01-946 4925
HeadTeacher: Mrs J. Pack
Age range: 3-9 years
No. on roll: 277
Required for September an enthusiastic Scale 1 Class Teacher with a sound knowledge of current educational thinking and an interest in curriculum development. The successful candidate will join a happy team and will be responsible for a class of 2nd year infants.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(11137) 110022

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey
PRIMARY SCHOOLS

PRIMARY SCHOOLS

BROADWATER FARM INFANT SCHOOL,
Moira Close, London N17 6HW. Tel: 01-808 0247
Scale 1
Part-time Teacher 0.4 required as soon as possible to work with groups and occasionally with a class. Applicants should be experienced in the teaching of reading and creative writing.
Visits to the school encouraged, telephone Mrs Jenkins (Head).
CLOSING DATE: 24.7.87

BROADWATER FARM JUNIOR SCHOOL,
Adams Road, Tottenham, London N17 6HW.
Tel: 01-808 5462
Scale 2 (plus S.P.A.) – Curriculum Development
An experienced teacher is required to contribute to the development of school policies and to lead the staff team in curricular developments. In determining priorities the strengths of the successful candidate will be taken into consideration.
Broadwater Farm Junior School serves a multi-lingual/multi-ethnic community. The school is situated in extensive grounds with an excellent conservation area. Various other useful educational facilities are to be found within the vicinity of the school.
Visits are encouraged. Please telephone the Headteacher Beverley Sadler for an appointment.
CLOSING DATE: 24.7.87

COLDFALL PRIMARY SCHOOL,
Coldfall Avenue, Muswell Hill, London N10 1HS.
Tel: 01-883 0608
Scale 2 post for September or earlier if possible
A vacancy exists for a teacher in this Age 3-11 Primary School. The school enjoys an unusually advantageous site; classrooms are spacious and well resourced, and there are other facilities available to children.
We seek to appoint an Infant and/or Junior trained teacher who wishes to share energy and enthusiasm with children and colleagues; and who is interested to extend her/his experience of curriculum development with a co-operative staff.
Intending candidates are very welcome to visit the school. Contact Mr Kirk, Headteacher.
CLOSING DATE: 24.7.87

COLERIDGE JUNIOR SCHOOL,
Crescent Road, London N8 8AT.
Tel: 01-340 3173
Scale 2
Required as soon as possible an experienced and enthusiastic teacher to work as part of a team involved in curriculum development throughout the school; please indicate interests and strengths.

Visits to the school by appointment welcome, contact the Headteacher.
CLOSING DATE: 24.7.87

LORDSHIP LANE INFANT SCHOOL,
Lordship Lane, London N22 5DD.
Tel: 01-888 6703
Scale 2 Teacher
An experienced infant teacher is required as soon as possible to take responsibility for Language. The ability to work as part of a team of committed teachers is needed in this multi-cultural school.
CLOSING DATE: 24.7.87

PARKHURST INFANT SCHOOL,
Parkhurst Road, London N17
Nursery Teacher – Scale 2
We have a vacancy for a nursery teacher for September or as soon as possible thereafter. We have one class and all the children are part-time. Parkhurst is a friendly school and serves a rich multi-cultural area. The building and playground are both due to be improved shortly. If you would like to visit the school please call Anne Peake telephone number 808-2296.
CLOSING DATE: 24.7.87.

ST. MARY'S PRIORY R.C. JUNIOR SCHOOL,
Hermitage Road, Tottenham, London N15 5RE.
Tel: 01-800 9305
Junior Teacher
Required for September 1987 – Scale 2 post for suitably experienced teacher able to assume responsibility for Maths or P.E./Games throughout the school, but recently qualified applicants will be considered for a Scale 1 post.
Practising Roman Catholic preferred, but not essential. Completed application forms to be returned to Headteacher at school by 24.7.87.

WOODLANDS PARK J.M. SCHOOL,
St. Anns Road, London N15. Tel: 01-800 2821
Part-time Teacher (0.5)
Required for September 1987 or as soon as possible thereafter, to work alongside class teachers supporting Mathematics throughout the school.
Times to be negotiated. Visits welcomed.
CLOSING DATE: 24.7.87

Applications are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (s.a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.

London Allowance £1215 payable. Removal Expenses – 100% in approved cases for permanent posts. (02687)

LIVERPOOL
EDUCATION DEPARTMENT

ASSISTANT TEACHERS (6)

Scale 1

BROAD SQUARE CP. INFANT SCHOOL
Broad Square, Liverpool L11 1BS

Please state curricular interests.

Applications reyturnable to the Head Teacher at the school. Please quote P & M 932(a).

OUR LADY AND ST. SWITHIN'S RC. INFANT SCHOOL (PD SP)
Parkstile Lane, Liverpool L11 0BQ

Two posts available. Required for Reception Classes. Catholic Teachers Certificate desirable.

Applications returnable to: Rev. Fr. L. Mayne, St. Swithun's Presbytery, Parkstile Lane, Liverpool 11. Please quote P & M 12(a) and 13(a).

ST. FRANCIS DE SALES RC. INFANT SCHOOL
Margaret Road, Liverpool L4 3RX

Applications returnable to-the Head Teacher at the school. Please quote P & M 981(a).

ST. MARGARET MARY'S RC. INFANT SCHOOL
Pilch Lane, Liverpool L14 0JG

Catholic Teachers Certificate desirable.

Applications returnable to: Fr. O'Sullivan, St. Margaret Mary's Presbytery, Pilch Lane, Liverpool L14. Please quote P & M 440(a).

ST. PAUL'S AND ST. TIMOTHY'S RC. INFANT SCHOOL
South Parkside Drive, Liverpool L12 8RP

Please state curricular interests.

Applications returnable to: Very Rev. Canon V. Burrowes, St. Paul's Presbytery, Spring Grove, Liverpool L12 8SJ. Please quote P & M 998(a).

All the above posts are required for 1 September 1987 or as soon as possible thereafter.

Application forms obtainable from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date for all posts: 13 July 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (38456) 110022

LONDON NW11
THE KING ALFRED SCHOOL
Hampstead
Est. 1898
From September 1987 - class teacher for two-year vertically grouped class of 5/6 year olds in this unusual co-ed, all-age (4-18), non-denominational, rational school.
Details from: The Head, The King Alfred School, North End Road, London NW11 7HY (Tel: 01-455 9601) enclosing s.a.e. or send c.v. with full letter of application. (03015) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Required for September, 1987
Part-time
VIOLIN TEACHERS
To work in Primary Schools. Some experience and an interest in group teaching would be an asset.
Closing date: A.S.A.P.
Application forms and further details of the post are available from the Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX. Tel: 01-545 3264.
Merton is an Equal Opportunities Employer.
All applications will be considered on their merits.
(11139) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. FRANCIS R. C. INFANT SCHOOL
Maryland Park, London E15 1HB
Head Teacher: Miss. C. C. Flynn
Number on Roll: 200
Required September 1987 or as soon as possible,
CLASS TEACHER - Scale 1.
Enthusiastic, caring class teacher, willing to share in the curriculum development etc. of the school. Applicants preferably committed Catholics; there is a possibility accommodation could be available.
London Allowance £1,215.
Application forms/further particulars (sae please) available from Director of Education. Completed forms should be returned to the Chair of Governors, 160 The Grove, Stratford E15 1NS.
Director of Education, Education Offices, 95 Broadway, High Street, Stratford E15 1NS.
AN EQUAL OPPORTUNITY AUTHORITY. (39811) 110022

NORTH YORKSHIRE
HEADLANDS COUNTY PRIMARY
Haxby
Teacher Scale 1 required for Junior Dept. Initially for a lower Junior class.
Please state special interests.

ACOMB COUNTY PRIMARY SCHOOL
York
Enthusiastic, adaptable teacher Scale 1 for Infant/Lower Juniors. Ability to play the piano and teach music in the Junior Department essential.
Application forms available from Dept. 'A', Area Education Office, 60 Piccadilly, York Y01 1PW (SAE please) to whom completed forms should be returned by 14th July 1987. (38286) 110022

NORTH YORKSHIRE
EDUCATION DEPARTMENT
NEW PARK COUNTY PRIMARY SCHOOL
Harrogate
Required for September 1987 if possible, a TEACHER for a middle junior class. Please state particular interests. Scale 1.
Application forms (sae please) from Area Education Officer, 59 Grove Road, Harrogate HG1 5ER returnable by 15.7.87.

BOLTON ON SWALE C.E. PRIMARY SCHOOL
Required from 1.9.87 if possible, a PRIMARY TEACHER able to take an Infant class. Practising Christian essential. Scale 1.
Application form (sae please) from the County Education Officer, County Hall, Northallerton DL7 8AF returnable by 15.7.87.
(11243) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANGYNIDR C.P. SCHOOL
Near Crickhowell
Required for 1st September 1987 or January 1988, an Assistant Teacher (Scale 1) initially for the Junior age range, but an interest in all stages of the Primary School is essential. (Ref: 397).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 10th July 1987. (39804) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LADYWELL GREEN NURSERY AND INFANTS SCHOOL
Newtown Diagnostic Unit
Required for 1st September, 1987, (or a later date by agreement) a teacher for the new Diagnostic Unit at Ladywell Infants School, Newtown. Applicants should be experienced and successful Nursery/Infant teachers with an interest in developing relevant individual teaching programmes for children with special educational needs in the age range pre-school to 7 years. Scale 1 plus S.S.A. (Ref: 398).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 17th July, 1987.
The County Council pursues a policy of equality of opportunity. (38583) 110022

REDBRIDGE
ILFORD JEWISH PRIMARY SCHOOL
Carlton Drive, Barkingside, Ilford, Essex IG6 1LE

Head: S. Mendelle B.A., M.Ed., Admin., M.A.C.E.

Required for September 1987: Scale 1 Infant/Junior teacher, preferably able to teach music throughout this 2 form entry primary school.

Required for October 1987: Scale 2 Junior teacher to cover maternity leave.

Removal and relocation expenses (up to £3,850) payable in approved cases. London Weighting: £795.

Application forms may be obtained by telephoning the school (01-551 4894). Closing date: 17th July. (03016) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

ST JAMES' CATHOLIC PRIMARY SCHOOL
Stanley Road, Twickenham TW2 5NP

Tel: 01-898 4670

INFANT/JUNIOR TEACHER, SCALE 1 PLUS £795 OUTER LONDON ALLOWANCE

An enthusiastic, committed infant/junior teacher is required for September 1987. Practising Catholic preferred.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by Friday 10th July 1987. (38728) 110022

PRIMARY EDUCATION
continued

SHROPSHIRE
MALINSLEE CO PRIMARY SCHOOL
Malinslee, Telford, Shropshire TF4 2JF

Tel: Telford 506806

Required for September 1987, Permanent, Full-time Scale 1 Teacher to join early years team for Infants in first instance. Applicants must be committed to child centred approach and have strong interest in pre-school children and parental involvement. Probationary teachers applications welcomed.

Application forms and details from the Head (SAE required).
(38544) 110022

SHROPSHIRE
WILLIAM REYNOLDS CO. JUN. SCHOOL
Westbourne, Woodside, Telford, Shropshire TF7 5QW

Tel: Telford 586707

Required for September 1987, Permanent, Full-time Scale 1 teacher of middle juniors. Applicants should have an understanding of and a commitment to the direct experience approach.

Application forms and details from the Head to be returned by 10th July, 1987 (SAE required).
(11059) 110022

SHROPSHIRE
EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

LEARNING SUPPORT TEACHER SCALE 1

Required for September 1987 for one year. A temporary teacher for learning support to be attached to the schools psychological service, but to be based in a 11-16 secondary school in the county to provide learning support.

Application forms and details from the County Education Officer, Shirehall, Abbey Foregate, Shrewsbury (SAE).

Closing date 15th July, 1987. (11058) 110022

SUFFOLK
COUNTY COUNCIL

ST MATTHEWS C OF E VAP SCHOOL
Portman Road, Ipswich IP1 2AX

5-11, Roll 316

Required September 1987, a good all round class teacher for a lower junior class. An interest in swimming and athletics and use of the computer would be welcomed. Committed Christian preferred.

Please telephone the school Ipswich (S.T.D. 0473) 51614 for application forms and details (or send S.A.E. immediately), closing date for application 15th July, but early return of completed forms will be appreciated.
(11048) 110022

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Girl's Independent Day & Boarding School
GBGSA & GSA Member
Required for September 1987, fully qualified teacher for 8 year old form. Full-time appointment for fixed term of one year in the first instance.
New National Scale, London Fringe Allowance and Government Superannuation. Non-residential.
Apply with c.v. and names of 2 referees to Headmistress, Junior School. (38655) 110022

SURREY
EDUCATION COMMITTEE
ST JOHN'S C of E FIRST SCHOOL
North Holmwood, Dorking RH5 4JP
Tel: Dorking 883787
Temporary Scale One teaching post available from September 1987 for one year for top age range. Science and/or Computers and/or Language an advantage.
Interested applicants to telephone the school as soon as possible. (11169) 110022

SURREY
EDUCATION COMMITTEE
WAVERLEY ABBEY C OF E MIDDLE SCHOOL
Telford, Farnham GU10 2AE
Enthusiastic teacher required for September (or January) to be responsible for C.D.T. and General class duties. Possibility of scale 2 for suitable candidate.
Application forms are available from the Headteacher at the school (SAE please).
(11147) 110022

SURREY
EDUCATION COMMITTEE
RAVENSCOTE COUNTY MIDDLE SCHOOL
Old Bisley Road, Camberley GU16 5RE
(NOR 553)
Enthusiastic class teacher, keen to work as a member of a year team, required for September 1987. Please indicate special curriculum interests. Probationers welcome to apply.
Application forms and further details from the Headteacher. Tel: Camberley 22270.
Closing date 13th July 1987.
(11254) 110022

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
PARTINGTON PRIMARY SCHOOL
Central Road, Partington, Urmston M31 4FL
Tel: 061-775 2937
SCALE 1
Required from September 1987, a teacher for middle infant aged children to work in a cooperative teaching situation.
Application forms available from the Head. Closing date 17th July 1987. (11008) 110022

WARWICKSHIRE
BOUGHTON LEIGH FIRST SCHOOL
Wetherall Way, Brownsover, Rugby CV21 1LT

Required for September, an experienced and enthusiastic first school teacher for a class of second or fourth year pupils. The class teacher will be required to work co-operatively with other year teachers in a semi open-plan situation. An interest in language development would be an advantage.

Applications, in writing, enclosing curriculum vitae and the names and addresses of two professional referees, to the Headteacher Mrs A. Main. Closing date 13th July.

Warwickshire is an equal opportunities employer.
(38577) 110022

WILTSHIRE
Please see display advertisement on Page 32.
(35426) 110022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
RAEBURN PRIMARY SCHOOL
Morland Avenue, Bromborough, Wirral L62 6BD
325 on roll
Required for September, 1987 ASSISTANT TEACHER - SCALE 1. For a class of Top Infants.
Applications by letter or form to the Headteacher as soon as possible enclosing full C.V. and the names and addresses of two referees.
(11552) 110022

Metro Rochdale
EDUCATION DEPARTMENT
Lowerplace CP School (4-10 years), Kingsway, Rochdale OL16 4UU
(Tel Rochdale 47474)

TEMPORARY SCALE 1
Full-time, required for September 1987 to take a class of middle infants. This post is to cover a maternity leave.

Sparrow Hill CP School (5-10 years), Sparrow Hill, Rochdale OL16 1QT
(Tel Rochdale 47580)
Required for September, three enthusiastic and innovative teachers to work in this exciting and supportive primary school, which is committed to children learning through first hand experience, the creation of a stimulating environment and structured use of play.

SECTION 11
Required to work with younger children.

MIDDLE YEARS/INFANT
JUNIOR SCALE 2
with responsibility for Community Development.
Applicants who are sensitive to the needs and strengths of bi-lingual learners and fully supportive towards anti-racist/multi-cultural approaches to education would be welcomed.

Application forms available for the above four posts on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, to be returned to the Headteacher at the respective schools not later than 18th July 1987. (18898)

AN EQUAL OPPORTUNITY EMPLOYER

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
THE PRIORY C.E. AIDED PRIMARY SCHOOL
Trinity Street, Birkenhead
REQUIRED FOR 1st JANUARY, 1988 or earlier if it can be arranged.
ASSISTANT TEACHER SCALE 1.
Experienced and enthusiastic teacher required for the Reception Class. Should be able to develop an area of the curriculum throughout the school. Please state area of interest. Applicants of any denomination should be in sympathy with the philosophy of a Church Aided school.
Apply by application form available from the school and to be returned to the Headteacher as soon as possible enclosing C.V. and the names and addresses of two referees.
(11557) 110022

Remedial and Special Needs Teaching Posts

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE

HALTON DISTRICT

WESTFIELD COUNTY JUNIOR SCHOOL
Clayton Crescent, Runcorn, Cheshire WA7 4TR

Tel: Runcorn 72343

Required for September 1987 - A SCALE 1 SSA TEACHER OF THE DEAF.

The person appointed should be willing to participate in the integration, working as a member of a team with unit staff and main school teachers and should be interested in the development of each individual child.

Applicants should have had appropriate training as teachers of the Deaf.

Application forms obtainable from and returnable to District Education Office, Grosvenor House, Shopping City, Runcorn, Cheshire. Tel: Runcorn 704381. Closing date 10th July 1987.
(40741) 111022

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55.
(11031) 111022

SURREY
EDUCATION COMMITTEE
ST MATTHEW'S C OF E FIRST AND MIDDLE SCHOOL
Linkfield Lane, Redhill RH1 1JF
Tel: Redhill (0737) 762080
Required with effect from September 1987, Part-Time teacher (50/100) to work in Physically Handicapped Unit. Previous experience desirable.
Application forms can be obtained from and returnable to the Headteacher.
(11251) 111022

Middle School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HARROLD PRIORY MIDDLE SCHOOL
The Green, Harrold, Bedford
Required for: January 1988
Group 4
Number on roll: January 1988 - 192 children aged 9-13 years
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Middle School.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 17 July 1987.

STREETFIELD MIDDLE SCHOOL
Dunstable Road, Caddington, Luton LU1 4BB
Required for: January 1988
Group 6
Number on roll: January 1988 - 389 children aged 9-13
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 6 Middle School.
Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 17 July 1987.
Bedfordshire is an Equal Opportunities Employer.
(11011) 120010

DORSET
BOVINGTON MIDDLE SCHOOL
Wareham, Dorset BH20 6NU
HEADTEACHER GROUP 5
Required from January 1988 for this 9-13 Middle School with 350 on roll.
Further details and application form from Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (SAE please). Closing date 17 July.
(38475) 120010

HAMPSHIRE
SOUTH EAST HANTS AREA
HULBERT MIDDLE SCHOOL
Springwood Avenue, Waterlooville, Portsmouth, Hants.
Applications are invited for the post of HEADTEACHER (Group 4) (9-12) with effect from the 1st January, 1988.

Closing date: 24th July, 1987.
Please apply to the Area Education Officer, PO Box 37, New Lane, Havant, Hants. enclosing s.a.e. for further details and application form.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
RE-ADVERTISEMENT PREVIOUS APPLICANTS WILL BE CONSIDERED.
(11096) 120010

Deputy Headships Second Masters/Mistresses

DORSET
LOCKYERS C MIDDLE SCHOOL
Blandford Road, Corfe Mullen, Wimborne BH21 3DZ
(age range 9-13, NOR 420)
Re-Advertisement
Required 1st January 1988 or earlier if possible Deputy Headteacher Group 6.
Please send foolscap s.a.e. for application forms and particulars, to The Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER. Closing date 17th July, 1987.
Previous applicants will be considered and need not reapply. (38645) 120012

LONDON NW1
See advertisement under Partnerships on Page 87 for challenging vacancy in teaching and school management.
(24422) 120012

By Subject Classification

Art and Design

Heads of Department

DORSET
WEST MOORS MIDDLE SCHOOL
Please see main ad under Middle Schools, other than by subject. (11184) 121218

English

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL

IXWORTH MIDDLE SCHOOL
Walsham Road, Ixworth, Bury St. Edmunds, Suffolk

(mixed comprehensive 9-13; 400 on roll).

Required for January, 1988, or ealier if possible, ENGLISH CO-ORDINATOR (Scale 2).

An experienced and enthusiastic teacher to be responsible for English throughout the school and to co-ordinate English teaching in each year team.

Application forms and further particulars from the Headteacher at the school address (s.a.e. please). Closing date 17th July 1987.
(11046) 122420

Mathematics

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

R.M. GRYLLS MIDDLE SCHOOL

Ref: 1007

Required from September, 1987 for one year only a temporary SCALE 1 teacher for a class of 11/12 year olds in this 9-13 middle school. An ability to teach Mathematics/Science an advantage.

The post is temporary to cover the secondment of the permanent post holder.

Application forms and further details (s.a.e. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(11055) 123422

Music

Heads of Department

DORSET
WEST MOORS MIDDLE SCHOOL
Please see main ad under Middle Schools other than by subject. (11185) 123818

Scale 1 Posts

ISLE OF WIGHT
EDUCATION SERVICE
Full time percussion teacher.
See main ad. under secondary music Scale 1.
(11179) 123822

SHROPSHIRE
BROOKSIDE COUNTY MIDDLE SCHOOL
Beaconsfield, Brookside, Telford, Shropshire TF3 1LG

Tel: Telford 592431

9-13 Middle School

Required for September 1987, temporary, full-time Scale 1 Teacher of Music. Creative class music - orff, musique concret, ability to relate music to classroom studies. There is a flourishing orchestra and a well stocked supply of instruments state any instruments. Temporary for one year.

Application forms and details from the Head to be returned by 20th July, 1987 (SAE required).
(11429) 123822

Physical Education

Scale 1 Posts

NORTH TYNESIDE
NORTH TYNESIDE COUNCIL
EDUCATION COMMITTEE
KILLINGWORTH MIDDLE SCHOOL
West Lane, Killingworth, Newcastle Upon Tyne NE12 0BH
Required for 1st September, 1987 or as soon as possible thereafter.
Scale 1 TEACHER of PE with responsibility for Boys Physical Education. Please state other curricular interests.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (11106) 124222

Science

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION SERVICE
ROBERT BLOOMFIELD MIDDLE SCHOOL
Bloomfield Drive, Shefford, Beds. SG17 5RF
Tel: Hitchin 813366
Required for September, 1987 if possible, or January 1988, a teacher of Science and Computer learning and to liaise with Technology work throughout the school, Scale Two.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer.
(11033) 124820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ROBERT BLOOMFIELD MIDDLE SCHOOL
Bloomfield Drive, Shefford, Beds. SG17 5RF
Tel: Hitchin 813366
Required for September 1987 for the Autumn term only, a temporary teacher of Science and Computer learning. Scale One.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer.
(11034) 124822

Speech and Drama

Heads of Department

DORSET
WEST MOORS MIDDLE SCHOOL
Please see main ad under Middle Schools other than by subject. (11186) 125218

Other than by Subject Classification

Heads of Department

DORSET
WEST MOORS MIDDLE SCHOOL
Heathfield Way, West Moors, Nr. Wimborne BH22 0DA
(age range 9-13)
Required January 1988 Scale 3 curriculum leader for THE ARTS. Lively and creative applicants with proven records of achievement are sought to fulfil this new and exciting post in a vibrant and interesting school. The postholder would oversee the development of drama, music, movement and 2 and 3D Arts and would need high levels of ability in one or more of these areas. An understanding of process in learning and the ability to work with creative and talented colleagues in these fields is essential. From time to time Year Leadership would be expected.
Application form and details from the Headteacher 0202 872474 or by post. Previous applicants will automatically be considered.
(11140) 125618

SHROPSHIRE
HOLLINSWOOD COUNTY MIDDLE SCHOOL
Dale Acre Way, Hollinswood, Telford, Shropshire TF3 2EP

Tel: Telford 590176

Required for September 1987, permanent, full time Scale 3, teacher as area Co-ordinator, is required with experience in middle years education, to lead and co-ordinate work in the 3/4th years. The ability to lead in an area of the curriculum is essential. French or Art preferred but other strengths considered.

Application forms and details from the Head (SAE required).
(38545) 125618

Scale 2 Posts and above

EALING
LONDON BOROUGH
EDUCATION SERVICE
CLIFTON MIDDLE SCHOOL
Clifton Road, Southall UB2 5QH
Three class teaching vacancies available for September. Two Scale 2 posts available for experienced teachers who could take responsibilities in one of the following curriculum areas:- Mathematics, PE & Games, Art Craft and Display, Humanities.
£1,215 London Weighting plus Social Priority payment.
Application forms from Head (SAE) to be returned by 17 July 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (11534) 125620

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
OUR LADY OF THE VISITATION RC FIRST & MIDDLE SCHOOL
Greenford Road, Greenford, Middx UB6 9AN
Temporary Contract - Scale 1 Middle School teacher required for 2 terms from September to cover maternity leave.
Applicants must be committed Roman Catholic Teachers.
£1,215 London Weighting.
Application form (SAE) from Head to be returned by 17 July.
(38755) 125622

EALING
(LONDON BOROUGH)
EDUCATION SERVICE
CLIFTON MIDDLE SCHOOL
Clifton Road, Southall UB2 5QH
(A) Three class teaching vacancies available for September. Two Scale 2 posts available for experienced teachers who could take responsibilities in one of the following curriculum areas:- Mathematics, PE & Games, Art Craft and Display; Humanities. £1,215 London Weighting plus Social Priority payment.
(B) Part-time teacher for 6 sessions per week for group work and some general class teaching. Pro-rata Scale 1. £1215 London Weighting.
GRANGE MIDDLE SCHOOL
Church Place, London W5 4HN
Temporary contract to cover maternity leave (September 1987 - May 1988 inclusive). The teacher appointed would have the choice either of operating as a class teacher or of sharing responsibility for a class and taking specialist music throughout the school. Applicants with other specialist curriculum strengths will be considered. Scale 1 plus £1,215 pa London Weighting and Social Priority payment.
TUDOR MIDDLE SCHOOL
Tudor Road, Southall UB1 1NX
Scale 1 General Classteacher required for September. Ability to teach French to 3/4 year children desirable. Applications from First Appointments welcomed. £1,215 London Weighting plus Social Priority payment.
For all posts:- Application forms (SAE) from the Heads to be returned by 17 July.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (11533) 125622

ilea *Working in Education*

Headships & Deputy Headships

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

* *Commitment to promoting equality of opportunity in education*
* *Pupil: teacher ratios among the best in the country*
* *With some 950 schools, opportunities to broaden experience and enhance career prospects*
* *Excellent support staff and professional back-up, plus a range of central specialist resources*
* *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to Burnham salary.*

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment.
The closing date for applications is 17th July 1987 unless indicated otherwise.

Headships

Headships are not open to job share.
Unless indicated otherwise please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 262a, The County Hall, London SE1 7PB.

Deputy Headships

All posts are open to job share unless indicated otherwise (NJS). For a Register for pairing potential job-sharers contact EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 8897.
Application forms and further details are available from the Head of the school, unless requested otherwise.

Primary Education

ESSENDINE (JM&I)
Essendine Road, (Shirland Road), Paddington, W9.
Roll: 67 + 5 p/t N
Vacant 1st September.
Burnham Group 4 plus social priority allowance.

Special Education

QUEENSMILL
(Complex needs)
Lyna Street, (Fulham Palace Road), SW6 6NG. Roll: 48.
Vacant January 1988, Burnham Group 4 (S). The Burnham groups of special schools are subject to review annually with effect from 1st September.
Closing date: 24th July 1987.

Secondary Education

STOCKWELL PARK
Clapham Road, SW9 0AL.
Tel: 01-733 6158. Roll: 660.
Required September or asap Head's/her. Deputy Head, Second Master/Mistress.
Responsibilities include cover, staff deployment, staff development.

GRAFTON (JM&I+N)
Ebume Road, N7 6AR.
Tel: 01-272 3284.
Roll: 250+. Head: David Marsh
Required September, Group 5.
To join a school embarking on lots of new developments. You'll need to be all the usual things and have a sense of humour as well. Come and see us to talk about the job.

RICHARD ATKINS (JM&I)
New Park Road, off Brixton Hill, SW2 4JP. Tel: 01-674 5601.
Roll: 250 + 50 p/t N.
Required September. Deputy Head Group 5. Re-advertisement. Previous applicants need not re-apply.

ROEHAMPTON GATE (JM&I)
Danebury Avenue,
Roehampton, SW15 4PD.
Tel: 01-876 3715.
Roll: 167 + 20 f/t & 40 p/t N.
Head: Mrs Wendy Steyn
Required January 1988, an enthusiastic teacher, capable of leading curriculum development, particularly equal opportunities. Interviews September.

ST EDMUNDS RC (JM&I)
297 West Ferry Road, Millwall, E14 8RS. Tel: 01-987 2548.
Roll: 109.
Head: Francis Buxton
Required asap. Deputy Head for growing family school in less-developing neighbourhood. catholic experienced.
Closing date: 10th July 1987.

ST STEPHEN'S CE (JM&I) (NC)
Westbourne Park Road, W2 6DH. Tel: 229 6493.
Roll: 240.
Head: Miss B. J. Morrison
Required January 1988. Deputy Head Group 4 + SPA allowance for this multi-cultural school. Opportunities for an experienced classroom teacher, able to give a positive lead in curriculum development throughout the school. The successful candidate should be in sympathy with the aims of a Church school.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

MIDDLE SCHOOL EDUCATION
continued

BERKSHIRE
CLAYCOTS MIDDLE SCHOOL
Monksfield Way, Slough, Berks SL2 1QX
Required September 1987 class teacher 8-9 year olds.
Applicants should telephone Headteacher: Slough 61315. (38449) 125622

NORTHAMPTONSHIRE

ABINGTON VALE MIDDLE SCHOOL
Bridgewater Drive, Northampton NN3 3AG

Scale 1 post required for September. An enthusiastic and well qualified class teacher for the third year to teach general subjects, and with an interest or specialism in Home Economics/Needlework.

Applications by telephone to the Headmaster within one week of the appearance of this advertisement, Northampton 37056.

CHERRY ORCHARD MIDDLE SCHOOL
Birchfield Road East, Northampton NN3 2TA

Required for September 1987 a full-time class teacher (Scale 1) for General Subjects at this Middle School for 9 to 13 year olds.

An expertise in one of: Drama, Music, Girls' PE, CDT could be an advantage.

Please telephone the school Northampton (0604) 401341 for an application form which should be returned as soon as possible.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 125622

SURREY

TEACHERS

The American Community Schools need a full-time Middle School Science/Maths Teacher, and a part-time Middle School Science/Maths Teacher.

These positions are available from August 1987.

Teachers should have American curriculum or international school experience.

Please apply with cv, including a recent photograph, to The Headmaster, The American Community Schools Limited, Heywood, Portsmouth Road, Cobham, Surrey KT11 1BL. Tel: 09328 67527. (11559) 135632

DURHAM
COUNTY COUNCIL
TANFIELD COMPREHENSIVE SCHOOL
Stanley
11-16 Years
HEAD OF INTERMEDIATE SCHOOL
Salary Scale 3
Well qualified and experienced teacher for January, 1988 or earlier if possible to be in charge of Options.

Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.

Closing date for receipt of applications 15th July 1987. (38581) 130010

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL
11 - 18 Co-educational all ability group 10
640 on roll
(60 in 6th form)
HEAD TEACHER
This vacancy will occur following the retirement of the present head teacher at the end of Autumn Term 1987.

The Governors invite applications from active members of the Church of England with the experience, enthusiasm and management skills to build on the existing strength of this Christian school. The campus is located in a pleasant residential area of the northern edge of St Albans.

Hertfordshire offers a generous scheme of re-location allowances under approved circumstances.

Applications in writing to the Clerk to the Governors, c/o Townsend School, High Oaks, St Albans, Herts AL3 6DR. Closing date for applications is 15 July 1987. (41925) 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford TN24 8UD
Appointment of Head Teacher Group 10 Roll 558 Girls
Applications are invited for the post of Head Teacher from the 1st January, 1988. This upper school is included in the Thamesside Scheme of secondary education for Ashford and admits girls at age 13 for whom an academic course is considered suitable.

Application forms and further particulars from the Area Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2SQ to whom applications should be returned by 24th July, 1987. (13204) 130010

Deputy Headships
Second Masters/ Mistresses

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11051) 130012

LIVERPOOL

EDUCATION DEPARTMENT

2ND DEPUTY HEAD TEACHER

Group 9 £15,891 - £16,644

ST. JOHN ALMOND RC HIGH SCHOOL (MIXED)
Barrocks Avenue, Liverpool L9 4PF

Required for 1 January 1988. Catholic Teachers Certificate desirable.

Application forms and further particulars obtainable from the school (sae BAB), and returnable to the school for the attention of Canon Mullan, Chairman of Governors. Please quote ref. no. P & M 384(D). Closing date: 13 July 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (38457) 130018

Secondary Education

Headships

CAMBRIDGESHIRE
WITCHFORD VILLAGE COLLEGE
Applications are invited for the post of WARDEN (Group 9) of this college to take effect from January, 1988. The Warden is Head of the School (11-16) and is also responsible for community activities within the College for which an additional allowance is paid.

Application form and details from: Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Cambridge CB3 0AP (s.a.e. please) returnable by 13th July 1987.

An Equal Opportunity Employer. (38045) 130010

WAKEFIELD
Please see display advertisement on Page 50. (11163) 130012

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAM COUNTY SECONDARY SCHOOL
London Road, Buckingham MK18 1AT
Headteacher: P. Coatesworth, B.A.
Roll: 516 pupils
Scale: 2
Required September 1987, or a.s.a.p. thereafter, a qualified and suitably experienced Teacher to give support to children with moderate learning difficulties.

Some support will also be required for the Middle School Age range. This is a temporary appointment for the 1987/88 Academic year. Possibility of Secondment from permanent post.

Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (38595) 131020

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11039) 131020

Scale 1 Posts

ENFIELD
(LONDON BOROUGH OF ENFIELD)
EDMONTON SCHOOL, Great Cambridge Road, Enfield, Middx. EN1 3HG
Tel: 01-360 3158
Roll 1300 Mixed
Required September 1987:-
Teacher of SPECIAL NEEDS. Scale 1, for the well-established comprehensive school close to Green Belt. The successful candidate may take principal responsibility for a small lower school class as well as assist with support work in other areas. Opportunity to teach in another department at other levels if required.

London Allowance, £798. Application form and further details (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.

An equal opportunities employer. (11521) 131022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HG
Roll 810
Required September 1987 for one term, temporary full-time teacher of SPECIAL NEEDS (Scale 1).

There will be an opportunity for in class support and work will small groups in basic literacy and numeracy.

London Allowance, £798.

Application forms (large SAE) obtainable from, and to be returned to, the Headmaster at the School. Closing date 17th July, 1987.

An equal opportunity employer. (11054) 131028

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover SAP10 2PS
Required September 1987, Scale 1 Temporary (Special Needs).

Lively, sympathetic person trained in teaching the basic skills of literacy, numeracy and coping to pupils seen in the Special Needs Dept.

The successful candidate must have the ability to assess and plan individual work programmes for children in a group and shared team teaching situation. Knowledge of computers an advantage.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38749) 131026

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley WF17 0LD

POST 1 Ref: 1010

Required for September, 1987 a temporary teacher SCALE 1, for the SPECIAL NEEDS DEPARTMENT of this 11-18 Girls' Comprehensive School.

The post is temporary to cover the maternity leave of the permanent postholder.

POST 2 Ref: 1011

Required for September, 1987 a SCALE 1 teacher for the SPECIAL NEEDS DEPARTMENT of this 11-18 Girls' Comprehensive School.

An ability to help in the general area of Humanities would be an advantage.

Application forms and further details (s.a.e. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants (115577) 131025

LONDON NW5
CAMDEN SCHOOL FOR GIRLS
Sandall Road, London NW5 2DB
Required from September 1987 to cover one year's secondment Scale 1 teacher of Special Needs with some Humanities teaching.

Please apply in writing to the Headteacher with full cv, and the names and addresses of two referees as soon as possible. (38495) 131091

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, Manor Park, London E12 6RT
Head Teacher: Mr. S.J. Earp
Number on roll: 1150 mixed (inc. 115 in the 6th Form)
TEACHER OF SPECIAL NEEDS
Scale 1
Required September 1987 or as soon as possible.

A qualified teacher to join a progressive department in this multi-cultural, mixed comprehensive. Enthusiasm and commitment are required to join a department with a good record of achievement with pupils with special learning difficulties; parental involvement in children's learning and support of teachers in the classroom have had a fair degree of success.

LONDON ALLOWANCE £1,215 plus Social Priority.

Application forms (s.a.e. please) available from the Head Teacher/Director of Education to whom completed forms should be returned by 1 July 1987. Director of Education Offices, 318 - 323 High Street, Stratford E15 4RB.

AN EQUAL OPPORTUNITIES AUTHORITY. (38710) 131082

SOLIHULL EDUCATION COMMITTEE
Arden School, Station Road, Knowle, Solihull, West Midlands B93 0PT. Tel. No. Knowle 3348.

Head Teacher Group 10

Applications are invited from suitably qualified and experienced teachers for the Headship of this 11-16 comprehensive school. The post becomes available from 1st January, 1988.

Application form and further details (S.A.E. please) available from Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU.

Closing date for receipt of applications: Tuesday 28th July, 1987.

02879

Solihull
METROPOLITAN BOROUGH COUNCIL

BEXLEY LONDON BOROUGH

Applications are invited from well qualified and experienced teachers with proven skills of management and leadership for the post of

Deputy Head Teacher
CLEEVE PART SCHOOL GROUP II

The successful candidate will have pastoral and academic responsibilities and be fully involved in all aspects of school management.

Appointments to commence 1st January 1988. Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EM to whom they should be returned by 20th July 1988. Provision of temporary housing accomodation may be available.

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

FRANCE HILL SCHOOL,
Watchetts Drive, Camberley GU15 2PQ
(12-18 mixed comprehensive,
NOR 1250 – including 180 in 6th form).

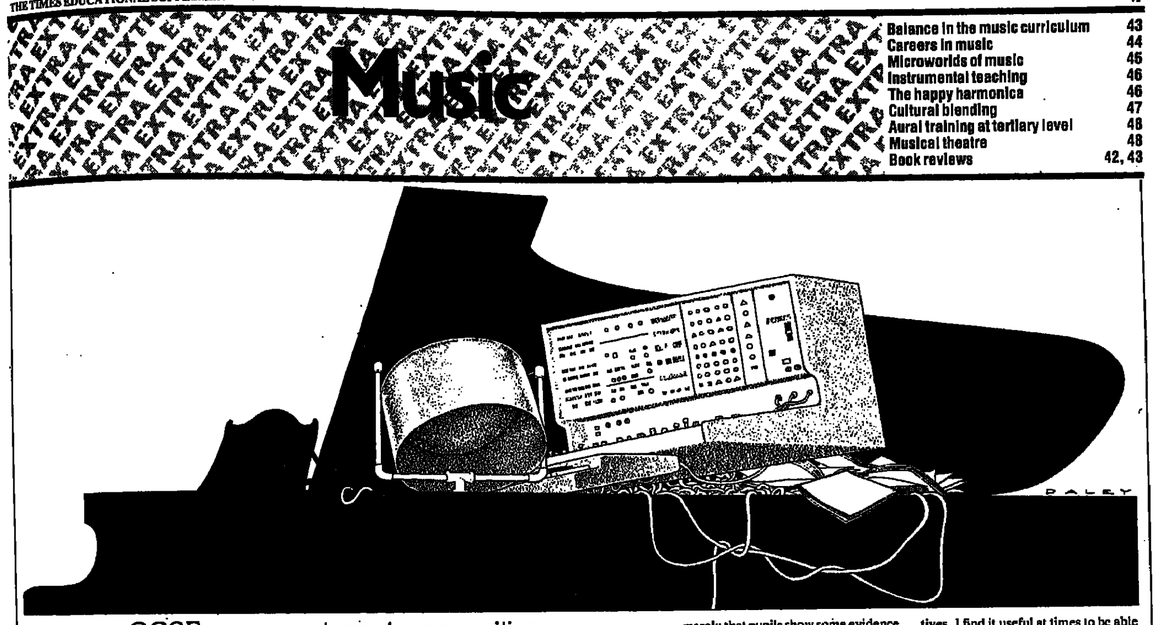
Required for January 1988, a SECOND MASTER/MISTRESS for child Group 12 school.

To be responsible for all aspects of the Curriculum and Assessment. Curriculum, timetabling and assessment experience is essential and some pastoral experience desirable.

The school participates in the Surrey TVEI Scheme and in the South-East Records of Achievement Pilot Scheme.

As a member of the Senior Management Team the teacher appointed will contribute to all developments in the school.

Further details and an application form may be obtained from the Headmaster, Mr. Campbell Robbie.



Balance in the music curriculum	43
Careers in music	44
Microworlds of music	45
Instrumental teaching	46
The happy harmonica	46
Cultural blending	47
Aural training at tertiary level	48
Musical theatre	48
Book reviews	42, 43

GCSE assessment: music composition

Process and product

TIM CAIN

Inevitably, it seems, at some point in a GCSE conference, one of the speakers reminds us that we have to assess the process, not just the product in composing. Apparently, members of the SEC (Secondary Examinations Council) chose the terms in the National Criteria very deliberately, and were quite clear that what we are to assess is composing (not compositions), performing (not performances), and of course, listening.

There may be good reasons for this, but to date I have heard only two, and I find both unconvincing.

The first finds music analogous to other subjects; most commonly mathematics. It has long been recognized that you can work through certain types of problems using correct processes, but reach the wrong answer by making one small mistake. In such cases you will be given credit for your 'working'. This principle extends to other subject areas, and the argument is that it should be applied to music composition.

But the analogy is a bad one. In the sort of maths problems where the processes are assessed the product, (or answer if you like) is different in kind from the processes ("working"). So a small mistake in the processes can affect the whole product: the answer will be wrong. Music composition is not like that. An ill-judged chord, a texture that is too thick, or too much repetition cannot make a "wrong" composition, merely a composition with those faults. It is something like the difference between cooking a traditional Sunday dinner and a curry: a pinch too much ginger will ruin the curry, but over-cooked cabbage will not disproportionately spoil the rest of the meal.

The second argument holds that you cannot treat pupils' compositions as you would "real" music. Because music composition is primarily an educational activity, it is unfair to treat a piece by Jayne as if it were, say, a piece by Elgar; and so we should look at and assess the way in which Jayne has assembled her piece.

In some senses this may seem a strange argument, especially when we remember how "relevant" GCSE Music is supposed to be. But the argument has other weaknesses. One is that it is not entirely logical – if we agree that we cannot treat pupils' pieces as we would 'commercial' pieces (a point with which virtually everyone, including the exam groups, agree) it does not automatically follow that we should assess processes. The educational nature of the activity can be acknowledged in a number of ways. For instance, we could rebuke some form of progress. This idea has, I think, been considered before, and rejected; and I do not think it would be helpful to assess degrees of progress. However, it would be strange if a pupil were to engage fully in any educational activity and not show evidence of progression. A mark or two for showing such evidence would at least discourage certain pupils from neglecting their composition folios until the end of their course.

The same "mark or two" could, of course, be awarded for showing evidence of revising initial ideas, for it is important that our pupils engage in working and reworking their ideas. But this is a different matter to assessing the *quality* of the working and reworking.

Another alternative would be to come clean about the level of difficulty required to obtain high marks. One problem here is that the National Criteria, in its search for grade descriptions, stated that Grade C candidates might present: " . . . a march for trumpet, synthesizer, piano and percussion with a contrasting middle section". All five exam groups, perhaps at a loss to know what to do with such a dazzlingly unlikely scenario (see "Definitely not marcher", *TES* 16.1.87) copied the whole of the Grade Descriptions into their syllabuses, and were understandably cautious about being too specific in the rest of these documents.

Therefore we have been left for the most part with vague imponderables, such as having to teach towards compositions which show "a sense of wholeness" (NEA), "originality, skill and craftsmanship of a high order" (SEG), or "a sense of balance" (WJEC).

However, one syllabus for GCSE states that to obtain high marks candidates need to be able to work in more than one style, and two require a good attempt to "add colour to the texture". We may not agree with these requirements, but on one level at least we can understand them and adapt our teaching accordingly. In our own curricula we can expect pupils to encounter other challenges or difficulties such as coping with homophonic or mixed textures, or forming structures that will contain extended pieces (say three minutes or more).

However, it is not merely that I find the reasons for assessing processes weak. There are some good arguments in the opposite camp, too. On two occasions I have heard different teachers ask (or tell) me that assessing musical processes, does that mean that Beethoven would score higher marks than Mozart?" The answer in each case was that we are unlikely to be dealing with composers of the calibre of Mozart and Beethoven. But of course this is far too glib. Many pupils compose at the keyboard, using the notes that fall under the fingers. Some find the "right" succession of notes almost immediately, while others struggle for ages before they find the sort of sounds they want. Others again reject potentially good material in favour of material which is musically banal. There is no inevitable correlation between quantity of "process" and quality of "product" at any level of music composition, which is why I believe that it is enough that we 'ask merely that pupils show some evidence of being able to revise and rework their ideas.

Another formidable argument against assessing processes is that of practicability. In small classes it may be possible, but in larger ones (say 12 pupils) it would take an extraordinary teacher to be aware of all the compositional processes to take place in any one lesson, let alone to assess them. The problem is compounded when pupils do most of their composing for homework.

But I think the greatest single reason for not assessing composition processes is that it is precisely with processes that we as teachers work. We cannot teach *and* test simultaneously. Even if we assess only the products this is still a problem: for examination purposes they have to be entirely the pupils' own work, and we cannot supply chords, accompaniment patterns or any similar musical assistance. But there is help we can give without actually interjecting ideas of our own.

For instance, we can suggest alternatives. I find it useful at times to be able to say "Try these chords, or these, or these, or if you don't like any of them, try something different". This approach gives pupils something to be going on with, without putting our own ideas into the final product.

Another device for helping with processes is to make general suggestions, such as "Have you thought of varying that section when it is repeated?"

A third device, which is useful for pupils to whom composition does not come easily, and which, as far as I can tell, guarantees against absolute failure in most cases, is to give "recipe" type instructions. For example, an assignment might begin: "First make a rhythmic figure containing six to nine notes. Next send this rhythm over some of these notes . . . . " Much of the process is therefore prescribed, although however many times the recipe is used, the products will always be different, and show considerable variations in quality.

continued

Let the bells ring out... ...for Christmas

Cambridge Music Education

Christmas Bells
Three Songs for Christmas
Colin Brumby and **Thomas Shapcott**

- a new song cycle to challenge and enthrall all good soprano and treble choirs
- commissioned originally by the Pembroke School Choir, Adelaide, Australia, for a European tour
- a rich, celebratory fusion of words and music from Thomas Shapcott, Australian poet, and composer, Colin Brumby
- refreshingly different, as it draws on Australian rather than European symbols
- published to mark Australia's Bicentennial celebrations in 1988

0 521 34902 8 **Paperback £4.50 net**

The Christmas Search
A Pageant of Carols, Narrative and Mime
June Tillman

- a carol collection for young children, organised around the theme of the search for the Christ-child
- designed for making into a 'do-it-yourself' pageant
- choice of 70 songs from around the world, both old favourites and new, including some from unusual sources
- songs arranged for easy piano or guitar accompaniment with simple pitched and unpitched percussion parts

0 521 33968 5
Paperback about £6.95 net

Both out October

ORDER YOUR INSPECTION COPIES FROM: Liz Wilson, Home Sales Department, Cambridge University Press, at the address below:-

Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

BIRDS AND BEASTS *New*

Animal songs, games and activities

Chosen by Sheena Roberts



Animal songs, games and activities

Packed with songs about animal life from birdsong to body language, from hopping to hibernating, from old friends to ferocious foes. As well as songs there are animal riddles and animal games to play. **£5.95**

SING FOR YOUR LIFE

44 songs to change the world

Chosen by Sandra Kerr

A book to not just get you singing, but thinking and talking too. Full of songs that challenge such subjects as poverty and discrimination — and celebrate victories won for freedom and human rights. A cassette demonstrates appropriate styles of singing and accompaniment for 20 of the songs.

Music £5.95 Melody £1.95 non net
Cassette £4.95 (inc VAT) non-net

SONGS FROM PLAY SCHOOL



A delightful new collection consisting of songs from BBC TV's hugely popular children's programme *Play School*. There are simple piano accompaniments and guitar chords for every song, and lively suggestions for related activities. **£4.95** Publication: October

A&C BLACK

New Music Series from ***Dryad Press***

•music matters•

Clive D. Griffin

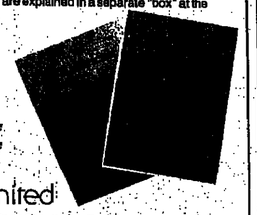
This books in this series look at various forms of music and the social and historical conditions which gave rise to them. They show that music does not exist in a social vacuum, but is influenced by non-musical factors. All music is important – music matters.

Illustrations have been chosen with the aim of classroom discussion in mind. More than half are of places, events and ordinary people, rather than famous musicians.

The texts of the books, for 14–17 year-olds, are sensitive and readable. Difficult words and special terms are explained in a separate "box" at the foot of the appropriate page.

Each book has a date list, a full discography and an index.

Each: £7.95 Hardback
64pp 40 illus 244 x 176 mm



● ***Afro-American Music***
● ***Rock Music***

Dryad Press Limited
8 CAVENDISH SQUARE LONDON W1M 0AJ TEL 01-631 3707

CHRISTMAS MUSICALS FROM IMP

The Best Gift of All for Infants 16322 £2.95.
The traditional nativity as seen through the eyes of the animals around the stable on Christmas Eve.

Snow Robin for Infants (Available August)
A winter's tale set in the frozen countryside, as the birds fight for survival. 16675 £3.95

Rikki's Dream Journey for Juniors
A fantastic, but wistful story woven around the Nativity scene. 16128 £4.95. Lib 16127 £1.50.

Peter Carwell's Christmas Songbook for Juniors
A series of new, sequential songs which follow the Christmas story. They are accompanied by six playlets which can be used to link the songs into a musical production. 16156 £3.50

Eileen Diamond's Christmas Songbook for Junior & Middle Schools
A selection of bright, original songs for the whole school to enjoy. 09421 £3.50.

For details of these and many more publications please write to:

EXTRA

Descant

The Usborne First Book of the Recorder. By Philip Hawthorn
Usborne Publishing Ltd. £5.95. 0 7460 0070 7.

The title is deceptive. This hard bound colourful book is more in the nature of a playaway introduction to musical notation through the descant recorder rather than a first recorder book.

Tubby cartoon figures direct the learner throughout the teaching pages. They demonstrate techniques, introduce notation, ask questions – "Rhythms do not need to be written on a stave. Can you think why?" – and point out some amazing stories and facts about the recorder.

In 36 teaching pages the author introduces 20 notes starting with the progression, B A G E D top C, and finishing with top D. The book also includes 14 pages of tunes to play from pop songs to Christmas carols, some in two parts or with a piano accompaniment, a full page description of the recorder family and one about the various makes of descant recorder to help the buyer. There is a short discography and useful pages summarize and explain some of the music words used.

The book is packed full of information and is almost too comprehensive: older children will enjoy the colourful presentation and fun approach but the pages are far too full and may end up confusing rather than teaching. The rapid progression would suggest a beginner already at ease with the recorder. The lack of easy practice tunes and the amount of information to assimilate on every page would, no doubt, frustrate a real beginner.

Jean Gilbert

Process and product *continued*

In all of these examples (and it is possible to cite many more), the teacher is helping with the processes of composition, without adding her own ideas to the products. This assumes that the pupils need and want help, and not all of them do. But if we have to assess processes as well as products we will surely end up withholding that help, and our less able pupils will suffer as a result.

I have tried to present an argument for assessing products, and not processes in music composition, although I do not deny that it is sensible and practicable to award a mark or two for showing evidence of being able to manipulate and alter musical ideas. This has a certain topicality because at present we can choose between those exam groups which claim to assess processes (SEG and LEAG), and those whose syllabuses make no such claim. However I think the argument, such as it is, is likely to hold at all levels of composition.

Many questions are still unanswered. For instance, we could profitably spend a few thousand words on what we mean exactly by compositional processes. Is it to do with technique, the ability to compose a round, for instance? Or is it to do with attitude, as the SEG syllabus puts it, to "... show outstanding powers of self-criticism"?

I suspect the whole discussion has to do with a much wider concern with processes in other areas of education. But the principle that we should assess processes does not apply equally well to all educational activities. If you doubt this, consider the difference, in the GCSE exam between solo performance, where the emphasis is entirely (and rightly) on product, and rehearsing and directing an ensemble, where it is with the process, and not the final performance that we are chiefly concerned.

This problem with composition is that it seems like a "process" sort of activity. However I suspect that the concern with assessing those processes will one day die a natural death as the practical implications are realized. Perhaps we could agree, for various reasons (including those I have offered here) to make this happen sooner, rather than later?

Jill Cain teaches Music and Drama at



Everyone on stage!

Meredith the Christmas Camel. By Wyn Moore.
Arnold Wheaton £4.25
Coming Home. By Michael Perry and Norman Warren.
Jubilate Hymns, Distributed by Marshall-Pickering. £1.99
Wizard! By Peter Lawson, text by Katherine Hayes.
Malvern Music, distributed by Roberton Publications. £4.80. Choral part £1.70
The Selfish Giant. By John Bryan.
OUP. £3.60. Words available in sets of ten £6.95
Alvida and the Magician's Cape. By Michael Plaskett.
International Music Publications. £3.50
The Elephant's Child. By Jean Gracie.
Universal Edition. £4.80
Rubbish! By Eileen Diamond.
Universal Edition. £2.45
Along Came Man. By Linda Marsh.
Piper Publications. £5.50. Melody part £1.60. Instrumental part £1
The Runaway Zoo. By Gwyn Arch, Libretto by Pat Rooke.
OUP. Score £4.95. Instrumental parts £2.45. Words £5.95 sets of ten. Separate instrumental interludes £2.75.

The musical plays and cantatas keep coming. This little collection is representative enough in that it contains lots of inoffensive pleasantries and no obvious masterpieces. Surprisingly, perhaps, there is only one Christmas work, at a time when more might have been expected. *Meredith the Christmas Camel*, is a title which determinedly trumps all those who believed that the Christmas Story had now been told from all conceivable points of view.

Meredith is a jolly and very performable Christmas work, entirely suitable for first and infants schools, with a piano part of about Grade 3 Standard. Meredith himself is intended to be played by two children in pantomime-horse style, and there is lots of potential fun here. Schools looking for something different and yet absolutely in the Christian tradition for this coming Christmas could well look at this.

Also from the Bible is *Coming Home* which is the story of the Prodigal Son. It is, however, very different from *Meredith*, being a youth-group or older secondary school centered rock cantata of a kind which is by now so traditional as to be almost dated. The lyrics have a certain agonizing familiarity about them:

"Come 'n dine, you swine.
The pleasure's mine!
We like your piggery.
He's a swill this guy.
His place is high!
Husk me to sty to tea."

Beefed up with some strong sythesizer sounds, some "Supremes" imitations on stage, and a nicely camped up production, this would go down very well as an offering, say, for a Church school to do in its local church.

Wizard, based on a Grimm story, is intended for juniors, though it will present most primary schools with quite a challenge – which is no bad thing, of course. Many junior schools will need to import a pianist, for example, for the accompaniment is dense and exciting, and it would be a pity were it not done properly. The work calls for a handful of competent solo singers and some accomplished two part choral work. Junior and middle schools with a good singing tradition ought to look at this one.

Alvida and the Magician's Cape is also a fairy tale. It started life in the BBC "Time and Tune" series – which is a recommendation in itself – and although some 10 years old now, it is here available in a newly edited edition with added dialogue so as to make a performing work about half an hour long. The story is a good one, the tunes are accessible and easy to learn and the piano part is about Grade 3. Included with the vocal score are four copies of a recorder and tuned percussion part. This is a good, performable and very complete package for the junior school.

Also very complete is *The Elephant's Child*, which is a Rudyard Kipling tale made into a half hour music drama. The attraction of this piece for me lies in its use of masses of classroom untuned percussion and of effects such as the motor horn and the swanee whistle. Music teachers and their classes could have a lot of fun with this. There is also a brief part for euphonium, and as most schools have friendly brass players within shouting distance this is not at all unreasonable. The piano part will need assiduous practice by a sub-diploma pianist, but it lies fairly well under the hands.

The environment, and man's despoliation thereof, now vies with the Bible as a subject for the school cantata. There are two examples in this present batch. *Rubbish!* (Ever since Rodgers and Hammerstein had the happy notion of putting an exclamation mark after *Oklahoma!* the idea has become a sort of cliché) is about Keeping Britain Tidy. It is intended as a full dramatic production, but it could obviously be done in concert format. The songs are simple and pleasant and the theme lends itself to lots of supportive work in school. The piano part is easy and doubles the voice parts throughout. While there is no additional instrumentation, recorders could play some of the songs.

Along Came Man is published in association with the World Wildlife Fund, and tells the story of the extinct species – the Dodo, the Sea Mink, the Great Auk and others. There are two solo parts which call for accomplished young singers, though the parts could be filled by adults. The songs are effective, and there is plenty of scope for added drama and other supporting material. The accompaniment calls for a pianist of about Grade 5 or 6 standard.

The Runaway Zoo is not strictly about the environment, though the theme does deal with man's attitude towards animals. A musical play, for young children, it tells of some zoo animals who rebel against being locked up and go off in search of justice and freedom. The idea is good; the music is easy to sing, with some well realized two part effects; there is plenty of material for classroom percussion and simple instrumental work. I suppose what bothers me about it is the plot, which is for my taste more than a little inconsequential.

However, this is an interesting piece by an always inventive composer, and worth looking at not least for the possibilities it offers for staging and costume. The piano part is of moderate difficulty. There are two optional instrumental interludes for which music is separately available.

Conference of University music teachers 1987

Oxford, April 7–9

Any lingering notions of an ivory tower existence for University Music Departments were finally dispelled at this year's Conference. Its main theme – the new GCSE and its implications for A level and university music education – arose from concerns expressed at the previous Conference (Surrey, 1985). Additional anxieties stemmed from the recognition that music lived dangerously in many of our schools and that the on-going financial squeeze in higher education now threatened the very existence of some departments.

The subject of GCSE was introduced by Colin Robinson (Secondary Examinations Council) who reviewed the General Criteria adopted for GCSE courses, and the National Criteria for music which had led to the structuring of syllabuses within the activities of performing, composing and listening. Dr Robert Meikle (University of Leicester) outlined some of the initial thinking going on in the Secondary Examinations Council 18-plus music committee in the light of developments within GCSE. At the same time A level examining boards are proposing modifications to their syllabuses from 1990 which will take account of both the GCSE curricula and the continuing requirements of higher education.

Misgivings about the possible effects of GCSE policies on subsequent music studies focused on the absence of formal historical study; the limited requirements in written harmony and counterpoint; the consequences of broadening the listening curriculum to embrace not only European music from the 16th century to the present day but also pop music, rock, folk, jazz and a variety of ethnic musics; and the challenge to teachers required to make provision for pupils with little or no training in music outside the classroom (a cardinal principle of GCSE) alongside richly endowed students who would formerly have taken O level. Such reservations were reinforced when it was revealed that many teachers, at least in one major l.e.a., felt ill-equipped to assess the compositional, creative elements which play a central role in the new courses – even though such activities have increasingly dominated classroom activities during the last decade.

Ian Bartlett

Teach yourself

Play the Electronic Keyboard at Home, Play the Electronic Keyboard Books 1 & 2. By Nicholas Haines.
Longman. £4.95. £1.95. £1.95. 0 582 22471 3, 0 582 22460 8, 0 582 22460 8

Play the Electronic Keyboard at Home contains exactly the same material as *Play the Electronic Keyboard*, Books 1 and 2. These new titles provide a well-presented and copiously illustrated guide to musical literacy with an interesting variety of keyboard excerpts ranging from 17th century to pop music. There are a total of 18 separate teaching units, each containing an introduction to keyboard skills, technical points and theory and including project work and pieces, some by the author himself. All the material is written in a "teach yourself" style and therefore is equally suitable for use at home or school.

Occasionally, however, unsupervised learners may get into difficulties. In Unit 3, for instance, we read that, if we choose a four-beat rhythm at a very slow tempo and press the synchro-start button, a light will flash on every beat. Not on "March Rhythm" on my keyboard, I'm afraid. There are also a couple of strange features in the closing "Pieces to Play" section. For example, "I've got a Lovely Bunch of Coconuts" may sound as if it contains a wrong note or two to the average ear and the music of "Hava Nagila" definitely will not fit to the traditional words sung by the average Israeli.

These minor blemishes apart, however, most teachers will welcome these new books as a means of introducing practical music-making to pupils of all abilities.

David Biermann

The search for balance

Sound structures

JOAN CHILD

Recent changes in the music curriculum, accelerated by *Music from 5 to 16* and by developments associated with the GCSE have been largely concerned with the content of syllabuses. That content is interpreted through a variety of teaching methods, some concentrating on musical skills and techniques, some emphasizing musical concepts, and some focusing on the teaching of stylistic features through a wide range of musical styles. The search for balance in the music curriculum is not just a qution of reviewing the content, but must involve considerations of methodological emphasis, how and to what extent this varies at different stages of musical development.

Therein lies the challenge to music educators, to develop a balanced curricular programme which explores different sounds, structures and styles in a way which will expand a child's awareness of music, how it fuactions, what it is about, and make clear music's relationship with the context from which it arose. We may term such a programme "multi-musical" or "multi-artistic". Whichever terminology is used, it is clear that diversity of musical expression should lie at the henrt of the curriculum, stressing the value of all musical activities. Any other position would be untenable and open to accusations of tokenism.

Establishing the framework of a multi-cultural programme is of course, only a beginning. A whole series of questions follow. What are the relevant teaching strategies for involving whole classes of pupils in new musical experiences? How can we ensure that there is understanding of the context of the music? What are the gains in terms of overall musical development? How can superficiality be avoided? These and many other questions are major concerns. In our present state of knowledge and experience we can only suggest a few possibilities. The Harrow schools' programme presents one such approach.

In November 1986 nine schools began a classroom-based programme of musical activities involving a variety of musical styles; another five schools will join the programme later this year. Specialist musicians work alongside the class teacher and advisory teacher in first, middle and high schools, bringing their particular musical expertise to each lesson. The musicians work in the areas of Indian music and dance, steel pans, jazz, and Latin-American styles.

Much thought has been given to the specific features of the chosen styles within these groupings, which will provide valuable educational experiences for children of different ages. It was felt, for example, that Indian folk songs and dances could be introduced into class lessons for young children, and that expressive movements linked to a story could provide an obvious opportunity to establish context, and to link in with other subject areas. There have been considerable musical gains beyond the specificity of the styles, activity in terms of listening, musical understanding, and rhythmic development.

Jazz-based activities offer a good example of how a range of interrelated musical concepts, skills, and stylistic features can be combined. Certain jazz features, such as improvisational skills, and the building of the rhythm section, are important for suggesting ideas in GCSE groups, while others are relevant in developing performing skills, and expanding rhythmic and melodic ideas at any level.

The prescence of specialist musicians allows for frequent discussions with the teachers and on-the-spot evaluation of the lesson content. Teaching strategies are therefore constantly under review, and a new look at ways of learning has emerged from that dialogue. Performing skills, imitative learning, acquiring understanding of musical structures, and the relationship between individual contribution and group performance are some aspects of musical development being re-examined.

At the same time there is concern with the balance of the whole range of musical activities in schools. The programme seeks to reassess the music curriculum, extending its scope and redefining its content. It does not deny the value of the existing framwork, but sees that framework as developing, reflecting the processes of change within our culture. The new teaching programme operates on a rotational basis, so that children receive specialist tuition in a specific musical style for a period of one term at different stages in their musical development. One term's concentrated activity allows children to become absorbed in the experience, but does not overbalance the curriculum with any one means of musical expression or with any one style.

Instrumental teaching runs alongside the classroom programme and each school has its own extra-curricular groups. In terms of musical performance, a new dimension is added to complement the choirs, bands, orchestras and small ensembles which already exist.

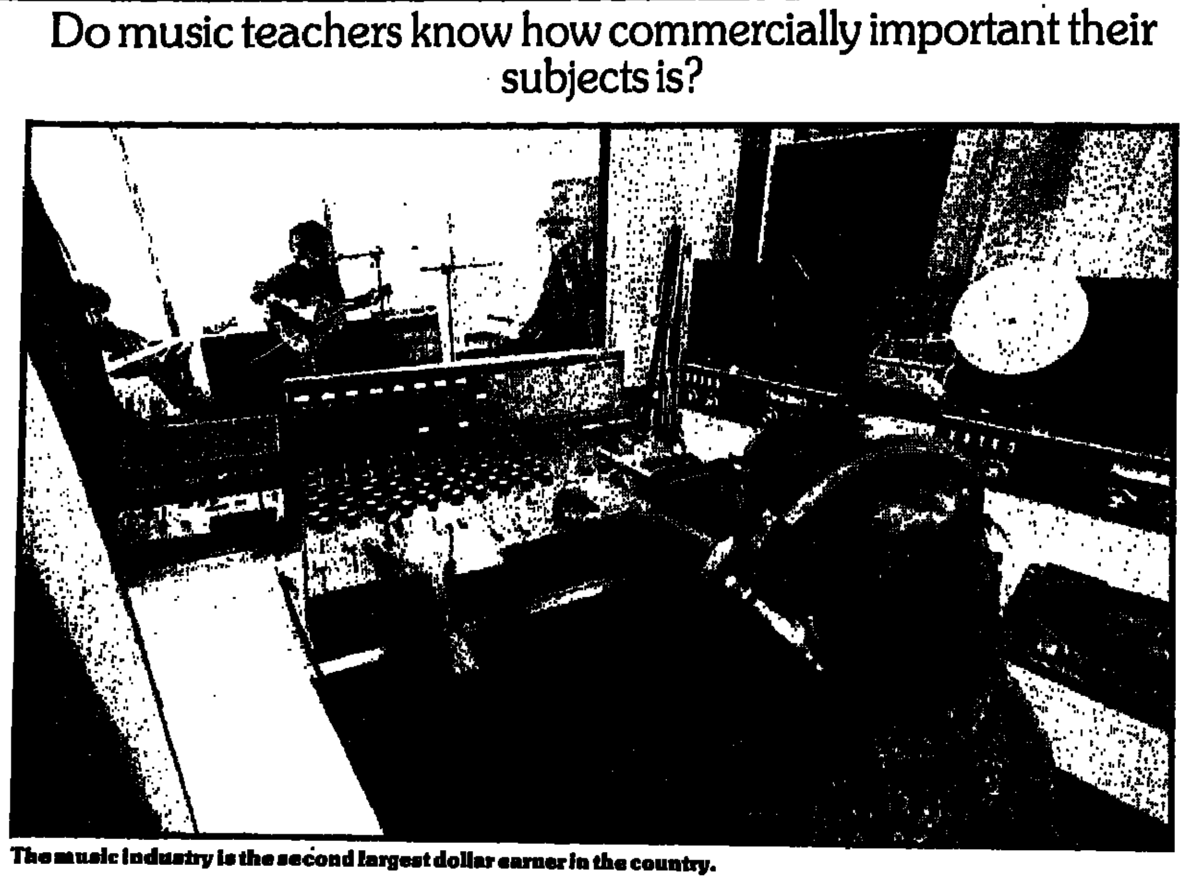
Much detailed work remains to be done to ensure continuity, to develop further links with other subject areas, and to develop resource materials which are generally still in such short supply. Strategies for long-term evaluation will be necessary to look at the effect of the programme not only on children's musical development as they progress through the school system, but also on wider curricular issues. Changing the scope and content of the syllabus is a start, but if this programme is to make any significant contribution to anti-racist teaching, then it will need to be examined and re-examined in terms of the whole curriculum.

*Blacking, J. *Culture and the Arts*. National Association for Education in the Arts 1985

Joan Child was the Head of Music in a South-West London comprehensive school and is now an Advisory teacher with the London Borough of Harrow.



Do music teachers know how commercially important their subjects is?



The music industry is the second largest dollar earner in the country.

Careers in music

DAVID BRAMHALL

More than 90 firms manufacture recording equipment – annual turnover £66 million of which 75 per cent is earned overseas; a major British export industry. Do music teachers know that?

"Sir, I'd like to do music next year, but my Dad says there's no point, because music isn't any use. I'm going to be a vet!"

Most secondary Music teachers hear this speech, or something like it, every year. It seems impossible to persuade 14-year-olds and their parents that choosing fourth year options is *not* the same as deciding on a career, and that the available subjects are not a menu for vocational training.

Sadly, our colleagues in other departments are not totally altruistic – GCSE classes bulging at the seams *are* the sign of a lively, effective department . . . aren't they? While schools acknowledge that options should be chosen on the basis of balance and breadth of outlook, they run careers events where local businessmen and representatives of commerce and industry present pupils with a forceful case for vocational choice at a ridiculously early age.

This ensures that music groups for 16-plus examinations remain pitifully small – indeed, many of us know schools which can no longer support music above the third year.

Does this have to be? Can music offer nothing of practical use to our pupils? To date, attempts to justify curricular music have concentrated on its formative and aesthetic values. Without regarding any school subject as vocational training, I suggest that by looking beyond the walls of our educational ivory tower and considering our work in the light of the "real" world, we might find compelling reasons for improving the standing of (and provision for) our subject.

What is this "real" world? We all know that pupils hoping to join orchestras or form pop groups have statistically slim chances of success. What is left? Music teaching? No comment!

In fact, the music industry is vast – the second-largest dollar-earner in the country. Copyright alone brings in £100 million a year. Phonographic Performance Ltd, which represents almost all the record companies in the UK, has 650 members employing between them some 100,000 people. Do music teachers know that?

There are more than 150 recording studios in this country with a total turnover of £50 million. The managing director of the largest says that two-thirds of his employees need musical experience in their day-to-day tasks.

Live music is a large source of employment, too. The Royal Opera House employs 1,200, and several major venues have payrolls approaching 200. At least one expects that all employees have some knowledge of the performing arts whatever their function. Richard Burdett at the Wigmore Hall points out that his box-office staff often advise customers about their choice of concert, and need a good knowledge of the music on offer. At the Barbican Centre, house manager Nigel Jarvis finds that stage-staff who can talk intelligently with performers, handle instruments sensitively and carry out the practical tasks surrounding music are hard to find.

Musical experience is useful in unexpected areas. Several travel-agents, for instance, specialize in musical tours and require musical knowledge to translate clients' interests into airline tickets and hotel bookings. In some businesses music finds strange bedfellows; the managing director of a large instrument wholesaler told me "even in accounts some musical knowledge is desirable", while the head of one of our most respected music publishers suggests that in his packing department, knowledge of clefs and instruments speeds sorting and prevents mistakes.

Kempe's International Yearbook lists 135 live concert organizers and promoters, 250 manufacturers and suppliers of equipment for live music, and 34 firms specializing in acoustic engineering. Every sizeable town has its music and record shops. Most are quite small, but the largest employs 900 people and expects many of them to use musical knowledge in their jobs. Music needs printers – how many music teachers even know how that is done? Broadcasting is a major employer in national terms and a fair proportion of its employees need some level of musical experience; 20 per cent, according to one estimate.

Do music teachers know how important their subject is – even in simple commercial terms?

The answer, of course, is *no*. Many of us are woefully ignorant of the way our subject functions beyond the staff car park, and worse, *we do not know how to find out*. Any child who comes to a music teacher for advice on working in some area where musical interests make the job easier or more enjoyable, is likely to find little comfort.

I recently circularized a number of secondary schools asking what resourses they had to help guide pupils' decisions. Of 29 replies so far, only one claims an adequate collection of reference material; only three give structured careers advice to musical pupils. All four are independent schools.

Many replies suggest that teachers wish to do better: "I find it difficult to convey detailed advice about musical prospects as I don't know enough myself" . . . "many music teachers are . . . not aware of the opportunities now available . . . (especially) for keen but not very bright fifth-year or lower-sixth leavers" . . . "I don't know enough about opportunities on the technological side".

There is some distrust of the established careers services. Several teachers felt that advice to pupils was unhelpful or outdated. One was . . . "amazed when pupils prefer to ask advice from the schools careers officer . . . it annoys me that pupils and parents trust advice from someone who has not had our specialist training".

Whether that teacher is right to place great store in our professional training is doubtful, however. With one significant exception I am not aware of any educational agency which seeks to inform teachers or pupils about commercial music, its methods or employment policies. The one exception is MANA, whose excellent booklet "Careers in Music – just the job!" should be on the shelves of every music department – but isn't.

There is concern in the music business about consultation between education and commerce: " . . . lack of contact between ourselves and the educational world" . . . "no consultation with industry . . . despite our past attempts to generate interest . . .". Many employers stress that they are essentially businessmen purveying, or servicing music. Musical skills are important, but business acumen and training more so.

This has implications for the curriculum. If the music teacher of careers adviser felt sufficiently well-informed to suggest a pupil take office practice, computer studies or physics as an adjunct to music, would the option scheme allow? In view of the importance of performing arts courses in higher education, do our option schemes allow pupils to study music *and* drama *and* dance? Are dance and drama available at all?

Were we more knowledgeable about the techniques and organization of commercial music, could we carry this knowledge into the classroom? I know of schools that run disco management courses, but do any have their own recording studios? Equipment isn't cheap, but prices fall as technology improves. Equipment is available second-hand, so the project would not be beyond the determined music department – and I *do* speak from experience! I know one school that started a record company.

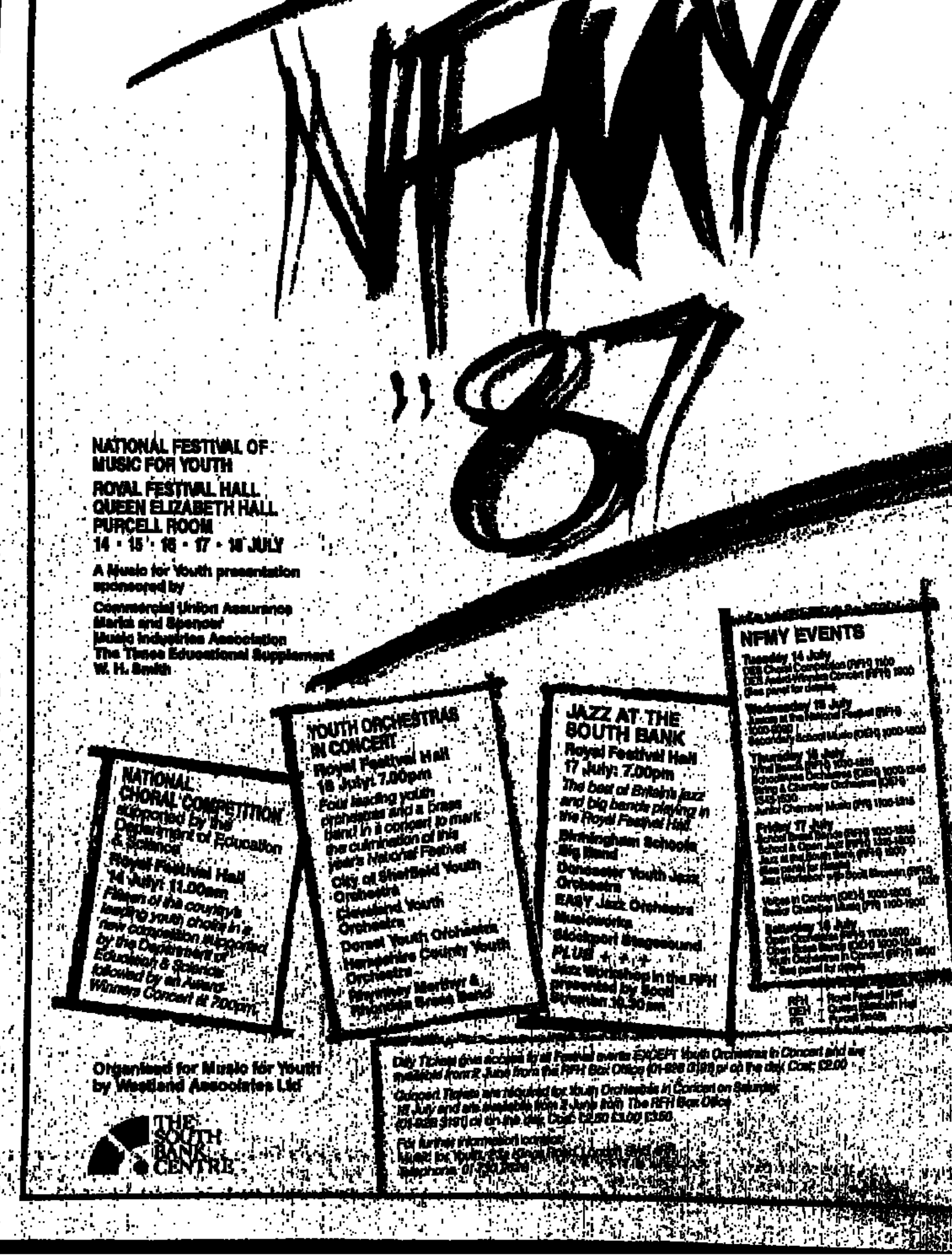
What about a combined project with the business studies department in "concert management"? Now there's an educationally-acceptable way of delegating the front-of-house for the next school production!

"Careers in Music-just the job!" is available from Manaprint, Medlock School, Wadeson Road, Charlton-on-Medlock, Manchester M13 9UR. Price £4.75. A free booklist may be obtained by sending a s.a.e. to David Bramhall, c/o Music Dept, Institute of Education, 20 Bedford Way, London WC1H 0AL.

David Bramhall is Head of Music at Thomas Mills High School, Framlingham, Suffolk but is at present on secondment researching into careers in music-related industries at the Institute of Education.



A slim chance of success in the "real world"



More to offer than any other creative application

Microworlds of music

CHRIS JORDAN



Pupils at work in the Bedfordshire Sound Technology bus

Despite the fact that the microcomputer has more to offer music than any other creative application, and that this offer is being taken up vigorously in the home and studio, music education has so far barely scratched the surface of its vast potential. However, hopefully a new initiative at the Warwick University based MESU (Microelectronics Education Support Unit) will begin to redress the balance. The brief is to identify how new technology can contribute to music education and to produce guidelines for its successful integration and application. It is headed by educationist Phil Ellis, who explains: "The focus of the initiative will be on support of work with children in primary schools and those with special education needs. However the principles to be investigated will not be age dependent." Further functions will include in-service teacher training, information gathering and dissemination on a national scale.

One exciting new development which seems sure to have far-reaching consequences is targeted initially at secondary education. Bedfordshire l.e.a. have drawn on their pioneering experience in both music technology and mobile teaching units, to devise a "Mobile Sound Technology Unit". This is a 52-seater coach refitted as a music studio and equipped with four BBC Microcomputer based Hybrid Music Systems (*TES* 13.2.87), one Yamaha CX5M computer (since discontinued – *TES* 24.4.87), and a complement of synthesisers, sound processors and recording equipment. It is used by pupils working on music projects for the TVEI Performing Arts course, *in support*, not replacement, of the activities and facilities of the schools it visits.

One factor essential to progress is a clear understanding of the nature of the computer's musical potential. For example, in one mode of classroom use, the pupil works on a staff on the computer screen, entering and altering a phrase, and hearing it performed on the press of a key. Here, the computer is in use as a performance tool, and whilst it will hopefully aid the pupil in composing, it is not being used as a composing tool.

If the pupil chooses to repeat the phrase to make an ostinato, he or she can add a repeat instruction to "loop" the phrase: use of the computer as a composing tool has begun, giving the pupil independent control over basic material and overall form. The next step could be to add a second phrase, and use it in a sequence with the first. With the phrases labelled A and B, musical forms such as ABA or AABAAAB . . . can be simply and directly investigated. A further step might add transpose instructions to a phrase sequence to build a twelve-bar blues. Since the pupil is working in true musical terms, he or she can take direct control of each compositional element, to change, for example, the rhythm of the blues to "swing" whilst leaving the form untouched.

It is also possible to use the computer "for composing" in a completely different way. Again, the pupil begins by using the computer just as a performance tool, but then continues to do so. Each phrase is copied out wherever it is needed, transpositions are made by hand on an ever-growing staff, musical considerations become overshadowed by the uncreative labour of operating the computer, and some considerable time later, the result is a score ready for performance by the computer. When the pupil wants a simple change in style or form, it's back for another lengthy session of computer keyboarding.

It comes as no surprise that as the pupil follows this path (through poor guidance or limitations of a particular system), composing falls by the wayside – and through continuing attempts to justify the use of the technology, the emphasis moves towards performing. For example, enormously detailed dynamic markings, accents and articulations are added in wild excess, overwhelming the notes [illegible] with computer-synthesized musical development, a more restricted set of options can be invaluable in focusing on particular dimensions of composing and listening. Such a set of options is called a "microworld". The difference between a true-microworld and a plain program of limited scope is that the microworld is an integral part of, and an introduction to its "macroworld" in which the knowledge and skills gained are equally valid and applicable.

Whereas this freedom may immediately suit a pupil working towards a finished result, at earlier stages of

tions. Any vestige of the original compositional material is buried beyond recognition.

Three new packages that seem to offer access to the true compositional potential of the computer are *Compose* (ITMA), *Sounds Useful* (Medusa) and the *Hybrid Music System* (Hybrid). The first two are software-only packages using the BBC's Micro's own sound output, and the third includes a high-quality add-on sythesiser module (the Music 5000) and music keyboard.

Andy Pierson's *Compose* presents building of simple compositions from phrases represented by clear pictograms of everyday objects. A phrase is replayed by selecting its pictogram, or placed in the composition by moving it to the main work-area of the screen. The initial phrases can be replaced, as can the pictograms themselves, but there is no facility for transforming phrases in speed or pitch on playback. Though prepared to a high standard, the package is firmly restricted to the form of composition it addresses.

Sounds Useful is a package of three programs and extensive support materials designed by teachers Michael Miller and Kevin Hamel. Of the BBC Micro's sound quality, they say: "Although we believe it important that teachers and pupils are made aware of the limitations . . . there is a real danger of ignoring the exciting possibilities it presents for primary school music making." The *Synthesiser* program is a comprehensive musical sound source offering many useful options in a very accessible form. *Ostinato* lets the pupil record phrases for continuous replay, and control register, envelope, tempo, chorus and transposition while playing, offering enormous scope for interactive composition.

With *Sequencer*, a phrase from *Ostinato* may be repeated and transformed as before, but this time through a simple word-based language having access to many phrases and the power to build and store sequences. The pupil can use sequences in sequences, and call on further words for loudness, pauses, inversions, retrogrades and even progressive changes such as increasing speed. Never before have these advanced facilities been available for classroom use in such an accessible form.

The third package, the *Hybrid Music System*, is a complete low-cost system already widely used by composers, researchers and home musicians as well as education. It uses the AMPLE music language – an open-ended and flexible computer world for musical activities. A variety of "tools" are provided: staff editor, synthesiser panel, text editor (for sequences and arrangements), mixing desk, keyboard recorder, etc. The computer holds all elements of the current project (basic material, parts, sections, sequences, recordings, instrument sounds, etc) at the same time so that the user can immediately call-up any-one for work. Pupils rarely use more than three tools in a given project, for example, choosing the staff editor to create phrases and the text editor to order them, or the keyboard to record on "tracks" and the mixing desk to combine them.

An example of an AMPLE microworld is *Roundabout*, the subject of which is composing rounds. The pupil works on a single part, inserting the special instructions "2nd", "3rd", etc above the staff for successive entries. This is a valuable introduction to polyphonic composing on the computer since it only requires access to one part. Trials of this program have shown it to have remarkable motivating power through the pupil's success in initial use. It also encourages inventive variations, such as a delay of a dotted time value.

One new development that could spell danger for music education, and GCSE assessment in particular, is automatic performance transcription. Affordable systems can now convert recorded keyboard parts into staff notation, effectively producing a score of a pupil's "composition" at the touch of a button, with the origin betrayed only by tell-tale artifacts such as small rests between the notes. It is argued that the transcribed score cannot be held as a true representation of the composition, and is no substitute for a pupil's original score created by hand on the computer screen or on paper.

Other questions arise from the use of AMPLE music notation for pupil composing. This optional part of the total AMPLE language is a set of note letters and other symbols that offers an alternative to staff notation. What makes it remarkable is its basis on pure music theory, taking the beat as the fundamental musical unit, rather than the note/rest. The time values, ties and dots of staff notation disappear, leaving a direct visual display of rhythm: notes and rests lie in a musical space of beat symbols. With more than one part, this becomes two-dimensional, just as the diagrammatic scores of the drum machine and gamelan.

Such simplified notation has been the choice of "folk" music from medieval times up to the present day, from the music classroom to the rock, pop, and jazz arenas.

AMPLE notation is seen by some as a valuable medium of pupil composing in the context of the wider ability range catered for by the GCSE. Certainly, the National Criteria and its interpretation by the boards leaves no doubt that non-staff notations are in principle acceptable for composition submissions. It seems likely that GCSE examiners are well aware of these and other musical issues arising from the use of computers, and hopefully precedents set in the first year of examination will serve as valuable guidance to music education in the future.

ITMA, The Shell Centre, University of Nottingham, Nottingham NG7 2RD.
Medusa, Bishop Grosseteste College, Newport Lincoln, LN1 3DY
Hybrid, 3, Robert Davies court, Nuffield Road, Cambridge CB4 1TP

Chris Jordan is a music technology specialist whose work includes writing, lecturing and design.

STOP WASTING TIME!

Music teachers spend many hours preparing lessons and arranging music for the school orchestra which could be spent doing other things. These publications will save you hours every week!



SONGPACK is a collection of 40 songs with easy instrumental accompaniments and hundreds of ideas for music making in the classroom. Each song has a set of teachers notes under the headings Performing, Listening, Inventing which provide ready-made and time-saving teaching material
Teachers book £8.95
Pack of 10 Pupils books £19.75
Pack of Instrumental parts £16.65

MOVE INTO MUSIC is a neatly constructed package of music examples in traditional and graphic notation, full colour visual aids, and plenty of ideas, together with music examples on cassette. Move Into Music encourages the pupil to adopt a more critical approach to listening to music. This is a time-saver for the busy music teacher which presents high quality material for the GCSE syllabus
£3.95 each in 10s £3.45 each in 20s Cassette £5.95

KALEIDOSCOPE. School orchestra is often a headache for the music teacher who has to spend hours re-arranging and copying out parts. Kaleidoscope is a series of 18 titles so arranged that they are *effective with any instrumental combination* – that includes wind groups, classroom ensembles, and so on. Score and set of 52 parts only £5.95

SONGPACK, MOVE INTO MUSIC and KALEIDOSCOPE are available from all good music shops. Free **EDUCATION CATALOGUE** available on request

CHESTER MUSIC
J & W Chester/Edition Wilhelm Hansen London Limited
Eagle Court London EC1M 5QD. Telephone 01-253 6947
. . . publishers of inspiration

GCSE

MUSIC FROM MIDDLE EIGHT

LISTENING IN

A progressive course in listening skills by William Salaman

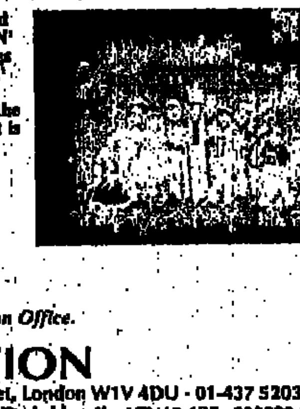
One-third of the GCSE music syllabus is concerned with the development of listening skills. This carefully graded series, which covers an extremely wide variety of musical styles and textures provides an excellent foundation for this area of study, and is already in use in many secondary schools.

	Pupil's	*Teacher's*	*Cassette*
Book 1:	£2.50	£3.50	£5.50
Book 2:	£2.95	£3.95	£5.50
Book 3:	£3.50	£4.50	£5.50

AVAILABLE FROM ALL GOOD MUSIC SHOPS
or in case of difficulty from
CRAMER MUSIC, 23 Garrick Street, London WC2E 9AX (2115)

NEW **NEW**
EASY MIX 'N' MATCH
Instant Part Singing
BY DAVID JENKINS AND MARK VISOCCHI

Written specially for junior-age children and non-specialist music teachers, EASY MIX 'N' MATCH contains a number of popular songs arranged in groups of two or three. "Mix 'n' Match" means simply that you sing all the songs in a group at the same time; because the groups have been carefully chosen the result is instant and painless part-singing.



Price: Single copy £3.75
Packet of 10 copies £30.00
Also available by the same authors:
Mix 'n' Match £2.00
More Mix 'n' Match £2.25
Play Mix 'n' Match £2.50
Listen Mix 'n' Match £4.95
Inspection copies available from our London Office.

UNIVERSAL EDITION
Showroom: 2/3 Fareham Street, Dean Street, London W1V 4DU · 01-437 5203
Trade Dept: 38 Eldon Way, Paddock Wood, Tonbridge, Kent TN12 6BE · 089283-3422 (2095)

Royal Academy of Music
President: HRH The Princess of Wales
Principal: Sir David Lumsden

The Royal Academy of Music, Britain's senior Conservatoire, offers training for talented performers to the highest international level

- Undergraduate: comprehensive training for performers
- Postgraduate: advanced training to meet individual requirements
- New programmes:

Opera: development of a postgraduate course

Early Music: a new curriculum directed by Roy Goodman

Contemporary Music: an expanding curriculum for composers and performers

Church Music: a unique course based on the new Rieger organ at St Marylebone Church

Write to the Admissions Officer for the Prospectus. The closing date for the receipt of applications for entry in 1988 is 1 October 1987.

Royal Academy of Music
Marylebone Road
London NW1 5HT
telephone: 01-935 5461

musicians' union

- helps music Summer Schools of all kinds.
- can be of assistance in the presentation of professional music visits to Schools.
- resists the threat to music from rate capping policies.
- believes that with the many music disciplines beginning to spread throughout all branches of the education system, NOW is the time for a vast expansion of music education activity.

Musicians' Union

- THE representative organisation for all those engaged in music as teachers, writers and performers.

60-62 Clapham Road,
London SW9 0JJ
01-582 5566

General Secretary: John Morton
Secretary of Music Education & Training Committee: Maurice Jennings (1284)

Right from the Beginning!





The Major new recorder course by John Pitts

More and more schools are adopting this new teaching scheme. Large, clear music and type, simple diagrams and cartoon-style illustrations make the books a pleasure to use. The carefully structured teaching progression and the wide variety of lively and popular practice tunes help children to learn and enjoy their recorder playing.

The complete course comprises 3 stages, each consisting of a Pupil's Book, a Teacher's Book and a Tune Book. Pupil's Book 1 is suitable for absolute beginners aged 7-9 years.

INSPECTION COPY REQUEST FORM (UK ONLY)

Please send me inspection copies as ticked:

Pupil's Book 1	0560012438	£1.70	☐	Tune Book 3	0560012551	£2.75	☐
Pupil's Book 2	0560012454	£1.90	☐	Teacher's Book 1	0560012446	£3.50	☐
Pupil's Book 3	0560012470	£2.20	☐	Teacher's Book 2	0560012462	£4.50	☐
Tune Book 1	0560012535	£2.20	☐	Teacher's Book 3	0560012489	£4.95	☐
Tune Book 2	0560012543	£2.40	☐	Please send details of the Arnold range of recorders			☐

Name: ______ Date ______

School Address: ______

Tel. No. ______ LEA: ______

Please return the completed coupon to Arnold-Wheaton Publishers, E.J. Arnold & Son Ltd., FREEPOST, Parkside Lane, Dewsbury Road, Leeds LS11 5YY

Arnold-Wheaton TES3/7/87

There must be an end to classifying the workforce as classroom and instrumental teachers

Come out of the cupboard

HOWARD DOVE

The impartial observer, if such a person exists, will find much to admire in English music education. In many schools there is evidence of good classroom practice, with emphasis on developing imagination and musical creativity, and good instrumental teaching, with skills carefully and properly taught.

However, it will not take long to realize that all this work stems from two quite different traditions. Two traditions that at best co-exist, at worst are in open conflict. Two traditions that, for long periods, run on parallel tracks, but ultimately separate and go their own way.

On the one hand there is the tradition first established by the private schools, with a director of music responsible for organizing and conducting the orchestra and choir, his musical needs serviced by a small army of part-time specialist instrumental instructors.

On the other hand there is the state system, with music taking its place in the queue; having its timetabled share of the action; large classes and "music for all".

Clearly instrumental teaching has its roots in the former tradition, and, in spite of many achievements, it still seems to sit uneasily within the maintained sector. Perhaps it was only a marriage of convenience. Perhaps it was a mistake to believe that instrumental teaching in state schools was a great success story. Successful, yes, but only in its own rather narrow terms. With hindsight it becomes possible to see that the belief may have promoted complacency.

There is little point in denying that some instrumental teachers can become blinkered. It is hardly their fault, more the fault of the mould in which they have been cast. Working in medical rooms, caretakers' cupboards and headteachers' studies; getting high on the smell of Dettol, polish and stale sherry, and teaching grade three to reluctant teenagers, it's no wonder their overview has become somewhat restricted. The problem has been compounded by the fact that some employers have required instrumental teachers to do little more than dispense musical instruction and guide pupils through a world of programmed responses. A professional diet occasionally relieved by an obligation to give a full-frontal style recital to a bemused audience of youngsters whose listening skills have hardly begun to develop.

Class teachers' views of instrumental teachers, assuming they realize such people exist, are interesting. They either regard them as a nuisance; the frequent cause of a disruption to their more important lessons, or an irrelevance in the context of today's curriculum. Of course, they may well like the outcome, the set piece concert. The irritant is the process by which the outcome is made possible.

Pupils rarely have views on instrumental teachers, unless they happen to have lessons from them. However, if they stop to think for a moment, they may be aware of a hidden curriculum at work. Their peers have been selected, by some process or other, for instrumental instruction. Are they the musical ones, while the others are something else? For a majority of children this could well be yet another unwitting introduction to a sense of musical failure and inferiority.

For these reasons, instrumental work is seen by many as an adjunct to mainstream music education, satisfying only a minority interest and essentially élitist. It is a position that makes the instrumental teachers power-base very vulnerable, and some of their work of questionable value in the totality of music education.

The overwhelming need is for a greater sense of unity between classroom and instrumental work. A greater degree of real co-operation on both sides, rather than coexistence, and a genuine integration of teaching resources achieved by management strategies that allow for the professionalism, strengths and enthusiasms of qualified instrumental teachers to develop and broaden within the mainstream, rather than ebb away into backwater. Above all, there must be an end to classifying the workforce as classroom and instrumental teachers. The distinction is divisive and unhelpful.

There may be a strong reaction against such a fundamental change of role. Why should instrumental teachers become more involved, not just with the music curriculum, but with the curriculum as a whole?

Because there is a need. At last, musical awareness, understanding and skills are to be encouraged in all children through *doing*. That shift of emphasis is to be sanctified by the GCSE. But if the examination, in whatever form it finally takes, is to be truly summative, the culmination of 11 years' work, not two as at present, there is a clear obligation upon teacher trainers and local authorities to ensure that instrumental teachers are equipped with the skills and sensitivities to enable them to give proper support to their classroom colleagues, particularly at the primary phase, by helping to ensure that composing, performing and listening are on offer to all children at every stage.

While most secondary schools have at least one specialist musician on the staff who could effect this change, many smaller primary schools do not. In any case the majority of class teachers in primary schools are generalists in the best sense, having a responsibility for the education of a whole class, and that can include music. They may need, and value, a structure that allows them to receive active support and encouragement to develop their musical skills if they are not to be left to rely on the gramophone and radio as their sole resource.

This will mean instrumental teachers spending time in the classroom, working alongside class-teachers. Perhaps as much as a quarter of their contact time should eventually be used in this way. A different style of teaching will be called for. One that relies as much on encouraging the so-called creative approach as the re-creative one; on placing concept-understanding well before skill-learning; on developing imaginative responses as well as encouraging purely imitative ones; on helping to ensure that pupils with instrumental skills do not just perform in an after-school world of bands and orchestras, but go back into the classroom to play with their peers not just *to* their peers. Class teachers should be encouraged to form ensemble groupings using a mixture of classroom and orchestral instruments.

The recital must give way to the music workshop, in which large groups of children are given a genuine "hands on" experience of music making. If such workshops can be broadened into a well-planned and well-prepared integrated arts project taking in other areas of the curriculum – creative writing, art, drama, movement – the individual strengths and enthusiasms of class teachers will be drawn into the net and the impact on the children will be greater.

It will not be easy, but if instrumental music education is to survive, let alone develop, there must be a greater awareness of new ideas, a greater desire to experiment and a greater flexibility of approach to new teaching strategies. A vital key to this development is to be found in an increasing involvement in the curriculum. The results could be exciting, so much so that even the most impartial observer will not fail to be impressed.

Howard Dove is head of the County Music Support Service in Hampshire. The views expressed are not necessarily those of Hampshire l.e.a.

The happy harmonica

NICK BAKER



The small West German town of Trossingen has more harmonica players per head than any other in Europe, for one simple reason: For 130 years, Trossingen has been the harmonica capital of the world. The company of Matthias Hohner has a virtual monopoly, turning out an estimated 11,000 instruments a day, and exporting on a huge international scale. This year, Hohners turned out their one-thousand-millionth mouth organ.

Whether you choose to call this ingenious sandwich of steel, brass and wood, the mouth organ or the harmonica, there's no doubting its popularity. But is it a suitable vehicle for teaching music? The townspeople of Trossingen have a vested interest in answering in the affirmative. But there are some good reasons why the harmonica is as good an introduction to playing music as the recorder.

The main reason is that the harmonica can offer instant musical gratification, even to the youngest learner. There isn't any technique to be learnt in order to make a musical sound and recognizable tunes can be achieved within hours, if not minutes of practice. Another important reason is that unlike the recorder, the harmonica doesn't require a long handspan.

In Trossingen, all primary schoolchildren are given a grounding in the harmonica, thanks to the efforts of three peripatetic teachers. Hohners produce a special learner harmonica, the Educator, which is particularly easy to play, and allows children to practice the art of producing a single note rather than a chord.

From that point, older children can choose to have a weekly lesson at the Hohner Conservatory, which is recognized by the state as a teacher training institute, and specializes in accordion and other keyboard instruments as well as the harmonica. The schoolchildren I saw on my visit had graduated from the (diatonic) Educator to the full chromatic harmonica. The chromatic ... continued

Re-discovering past traditions through contemporary music-making



Photo: Laurie Sparham/Network

It is possible to get an insight into the music of the Indian sub-continent by creating new initiatives from past traditions.

Cultural blending

LEELA FLOYD

There is little disagreement among most good-thinking teachers and parents about educating children for a more just and harmonious multiracial society. But the practical implementation of multi-cultural and anti-racist policies have been the most frustrating area for teachers. If anti-racism is to have any value at all then it must move from theory to practical application in the classroom.

In music this means not only learning about Theodorakis, Bob Marley and Ravi Shankar as part of a grand tour of different musical cultures, it also involves understanding ways in which other musical traditions are appreciated within their own cultural context. However, neither of these objectives can be fully accomplished without some degree of worthwhile participation. I suspect that this is the most difficult area of all and cannot help but quote a well intentioned but exasperated music colleague who emerged after the end of a massive conference on multiracial education with large amounts of literature in her hand, saying "I've read all these guidelines and I've been to several one-off lecture workshops. But when, where and how do I begin in the classroom tomorrow?"

Such feelings are not uncommon among music teachers. To begin with, one cannot expect those who are trained in a system which is based on the values of the western music tradition to acquire an instant knowledge of, and taste and sympathy for other musical systems.

The music of the Indian subcontinent (ie Pakistan, Bangla Desh and India) in particular has less in common with western music than African or Afro/Caribbean music. An absence of harmony (as in the western sense), unfamiliar melodic progressions, the employment of microtones and the fundamental differences of an oral tradition are no easy matter for a westerner to grapple with on first hearing. These may be the obvious differences but there are deeper issues concerning inbuilt concepts, prejudices and negative attitudes towards unfamiliar music which also contribute to this awkward situation. Yet if we are committed to promoting respect and tolerance between children through widening their musical horizons we need to bring other music into the everyday life of the classroom.

This brings us to the controversial question of whether it is permissable to introduce Indian music into another cultural context (particularly that of the average British classroom). It would have been outrageous to pose this question to my music teacher who taught me over 20 years ago in a South London Grammar school. Thankfully, music and music education has undergone several changes since then and my answer lies in re-discovering past traditions through contemporary music making.

My view is that we cannot pretend to be able to bring Indian Music into the classroom in the exact manner and method that it is presented within its own cultural context. For example classical Indian music is built purely on melodic lines and it would do great injustice to expect those who perceive melody within a harmonic structure, to reproduce ragas on the 12 note western scale system, especially on limited classroom instruments. It would be equally absurd to judge or cultivate an ancient and great oral tradition like Indian music in the same manner as the music of Bach, Mozart or Dvorak. But what is possible is to get an insight into the music by creating new initiatives from past traditions.

It helps to recognize that previous western composers such as Dukas, Roussel, Holst, Debussy, Scriabin and others have taken from the music and philosophy of other lands. More recently, western composers seeking new stimuli have come under the influence of the more sophisticated and intriguing melodies and rhythms of the Indian sub-continent. Among such musicians are McPhee, Hovahaness, Riley, Biswas, Glass and Mayer who have transcended their own musical background. Even the works of great music educators like Orff, Kodaly and Bartok were inspired by unusual and forgotten sources of music. Both Kodaly and Bartok's interest in folk and gipsy music, with its unfamiliar half tones reminiscent of Asiatic music, introduced new worlds of sound and rhythm patterns into the musical repertoire of schoolchildren.

The musical explorations of today also reflect a new sensibility and awareness which makes it impossible to apply strict rules that may have been relevant in other periods of history. More than ever before, value judgements about music are being questioned and Indian music, like African, South American and Far Eastern music, has become enmeshed in contemporary experimentation and composition. Great exponents of the Indian classical tradition have also embarked on musical journeys that have been unacceptable to conservative, insular minds. The works of certain ethnic-minority musicians in Britain show a distinct trend towards cultural blending and the reshaping of older musical styles.

During one of my recent research projects, I found myself listening to a unique synthesis of Indo/folk pop music which captivated a wide and varied selection of young people. The effects of such cultural exchange is bound to be mirrored in education and the relevant question to ask is whether the creative impulses of musicians and music teachers should be given the encouragement and recognition that they deserve. I am not suggesting that we abandon the practice of great past traditions, but rather than we also allow ourselves to build further upon them. In other words we need realistic aims and strategies through which we can promote a healthy circulation of musical ideas that will enrich and expand our musical consciousness.

Aspects of a new musical integration can be seen in certain classrooms where innovative teachers have been inspired by the musicianship and technical skills of professional Indian musicians. Some Indian instrumentalists and vocalists are also beginning to devise more relevant methods and materials for their pupils. Specialists with a genuine sympathy and understanding for both musical systems are emerging with fresh musical dimensions. In essence what I am trying to say is that we can simulate ideas from Indian music which are evolved on individual lines that correspond with the original feel of the music. One could reproduce a selection of rhythms and melodic sequences through a common framework and render them in a musically innovative and enlightened manner.

The present GCSE syllabus provides an excellent opportunity for introducing the simpler decorative scale patterns and tunes from ragas into practical improvisation and composition. Another way of listening, apart from score reading is to cultivate musical memory and concentration by listening to non-written and improvised music. The permutations are inexhaustible but a great deal would depend on the individual teacher's understanding, skill and empathy for the music.

Like all other music, the music of the Indian sub-continent is not necessarily the sole privilege of the priestly caste. Admittedly it is based on a different tradition and thought but there are common areas of understanding in all music which is accessible to those who open themselves to the spirit of the music. Bringing other musical experiences into the classroom can be seen either as a challenge or a risk. But enthusiasm which rallies an audience to cultivate and enjoy novel music is perhaps the greatest gift of all.

Leela Floyd is a freelance writer, researcher and lecturer on music in multiracial education. She is the author of Indian Music (O.U.P.)

INSTRUMENTAL MUSIC

NOVELLO
NEW PUBLICATIONS
A SELECTED LIST

PIANO SOLO

BENNETT	Tender is the Night £2.55
DICKINSON	Rags, Blues, and Parodies £4.70
HANDEL	Twenty Overtures in Authentic keyboard Arrangements (edited by T. Best) *3 vols £6.55 each*
HURD	Bagatelles £2.45

PIANO ENSEMBLE

DENNYS	Three Way Stretch £2.45
SHUR	Tunes for Three £3.00

VIOLA TUTOR

MILNE	Playing the Viola *Pupil* £5.45, *Piano* £4.95

FLUTE & KEYBOARD

COUPERIN	A Couperin Album (arranged by T. Wye) £4.20
RAMEAU	A Rameau Album (arranged by T. Wye) £4.20
VIVALDI	A Vivaldi Album (arranged by T. Wye) £4.20

RECORDER TUTOR

BLOODWORTH	The Bass Recorder Handbook £3.85

OBOE & PIANO

COULTHARD	Shizen £6.85

CLARINET & PIANO

MORLEY	Four Characters £2.45

CLARINET ENSEMBLE

WRANITZKY	Three Marches for Three Clarinets £2.30 (arranged by Wadham Sutton)

TRUMPET & KEYBOARD

VARIOUS	The English Baroque Trumpet £3.50 (arranged by Sidney Lawton)

Novello — Borough Green, Sevenoaks, Kent, England TN15 8DT. Tel: 0732 883261
Showroom, retail sales & mail order
8 Lower James Street, London W1R 4DN. Tel: 01-734 8080 Ext: 2368

THE ASSOCIATED BOARD OF THE ROYAL SCHOOLS OF MUSIC

Royal Academy of Music
Royal College of Music
Royal Northern College of Music
Royal Scottish Academy of Music & Drama

Patron: Her Majesty the Queen

President: Her Majesty Queen Elizabeth the Queen Mother

There will be new Lists published in August for Piano, Flute, Oboe, Clarinet and Bassoon.

From 1988 Grade 1 and 2 will be introduced for all Woodwind and Brass instruments with the exception of Recorder and Saxophone.

Last date of entry C Period 1987 – FRIDAY, 25th SEPTEMBER.

Syllabuses and entry forms are available by sending a large S.A.E. to the address given below.

14 Bedford Square, London WC1B 3JG. Telephone: 01-636 4478/5400.

Chief Executive & Director of Examinations: RONALD SMITH (2114)

The happy harmonica continued

... additional set of reeds, controlled by a button at the end of the instrument, allowing the player access to sharps and flats.

In weekly, half-hour lessons, Helmuth Herold, the conservatory's principal harmonica teacher concentrates on old favourites like "John Brown's Body" and "My Bonny," graduating as they get older to traditional German folk songs and eventually to popular classics. "Blues Harp" is nowhere to be seen on the timetable. Listening to one of the school orchestras (eight harmonicas, electric keyboards, accordions and drums) play an easy listening version of a Mozart Symphony reminded me that I was in the country of James Last's birth. Listening to small classes of younger students, though, the advantages of a fixed tuning instrument become obvious: gratingly bad notes are few and far between; and children can concentrate on reading rather than on technique.

In fact, Herr Herold shies away from ... orthodoxy of technique. For example he teaches two methods of achieving a vibrato effect, one produced by the throat, the other by the hands. The children choose the one that suits them best. In a class for older, more advanced players (aged between 12 and 14) Herr Herold uses two part folk songs. The sound created somehow gives the impression of much more than a two-part harmony.

Perhaps surprisingly, none of the children in either class could name a favourite professional player. Only a handful were aware that pop/soul star Stevie Wonder uses the harmonica, and none were familiar with the name Larry Adler.

"The harmonica can be a toy," says Helmuth Herold, "But that doesn't mean that there is no such thing as a harmonica virtuoso." Trossingen's foremost example is 26-year-old Yasuo Watani, originally from Kyoto in Japan. He's a full-time student at the school, and is tipped to be an international star. Anyone who doubts the harmonica's capacity to handle serious music might have their mind changed listening to Yasuo playing pieces especially written for the instrument by composer-pianist James Moody, or rattling off the "Minute Waltz" with impeccable taste and timing. His instrument is as far away from being a toy as you could possibly get: it's the Rolls Royce of harmonicas, the Silver Concerto, made almost entirely from silver and currently costing well over £2,000.

Yasou told me that in schools in Japan virtually every child starts learning the harmonica, and the graduation to the recorder (on which the teacher can actually see whether children are fingering correctly) is a fairly recent development.

On an international level, the harmonica is enjoying something of a revival, although its manifestation in Britain is still very much confined to being a featured instrument on the occasional chart hit and to the work of Britain's two international maestri, Larry Adler and Tommy Reilly.

Both are likely to be present at the Harmonica World Championships and International Harmonica Festival, which is taking place in Jersey in October. It's an event for amateurs and students so neither Adler nor Reilly will be competing. However, Yasou Watani will be there as a competitor, and should anyone decide to book a booklet the event I will be happy to put my life savings on for just under his nose.

Specialist aural training at tertiary level

Learning to listen

MICHAEL HENSON



Before reading this short article would you first listen to a piece of music. If possible, the piece should be something that is unfamiliar to you, and relatively modern.

Having listened to such a work would you now like to pause and consider what you actually listened to. I would expect that you listened to the music in a certain way depending upon your own particular musical interests. For example, if you are a performer you were most likely listening to how the music was being played. If you are a composer you were probably concentrating upon the compositional details of the music. Of course, performers probably thought a little of the composition and composers a little of the performance. The important consideration here is the emphasis of people's listening direction.

Having suggested that musicians listen to pieces of music in different ways, which is hardly an original idea, I will then ask the question, "Why then, if this is true, do all musicians receive the same aural training?" The needs and skills of composers, performers and analysts are very different. It is far more important for most performers to learn to time precisely and then to be aware of fine tuning discrepancies that occur than it is for a composer to be able to perform these tasks. Similarly, a composer must learn to write what is in his head, a task that a performer is not required to carry out very often.

These two very basic examples would suggest that composers and performers need aural training that will develop skills that are relevant to their specialisms. However, aural training in this country, in the vast majority of cases, is general and its relevance to students who have already developed a specialist interest that they wish to pursue is highly questionable. (To start with, a general course of aural training at tertiary level is, of course, extremely necessary.)

For the past year I have been teaching a specialist aural course for performers at Huddersfield Polytechnic. Next year I am introducing a specialist course for composers.

At certain institutions I could imagine that there would be a need for such a specialist course for historians or analysts. To demonstrate the specialist aural course for performers a brief outline of its structure and some of its content are given below.

Subjects that have been considered this year have included:

Self-criticism – how to distance oneself from one's own performance; what performers actually considered when criticizing their own performances. An example of how the group worked was that a performer would play a piece, then the performer and the rest of the group would write down their criticisms and the two sets of comments would be compared and discussed.

Practising effectively – the group considered how they practised, how effectively they thought they practised, how they could improve their practice techniques, the importance of internalized listening before performing, the practice of particular elements within a piece or phrase. An example of the work would be a performer rehearsing a phrase while considering a particular aspect of the music. He would then consider the same phrase while rehearsing other dimensions of the music. (Dimension refers to such musical considerations as dynamics, musical line, quality of tone, etc.) After considering six or seven of these dimensions the performer would then try and play the phrase as a whole. The rest of the group would be trying to identify what he was rehearsing in the phrase and then assessing how his performance improved, if it did.

Balance – here the group thought about the interaction of instruments within sections and ensembles. Exercises were developed within the group whereby the performers tried to create a precise balance among themselves. Reasons for particular notes being prominent were discussed and then compensations were made when playing these notes in order to achieve a better balance.

Interpreting symbols – the group analysed the problems of notation and in particular how to interpret space and time symbols. Students developed their own notations and saw the problem from the composer's point of view. Exercises were also constructed to develop their aural imagination and consistency in performance of these notations.

Critical listening of others' performances – the importance of learning from others' performances was considered in depth. For example, a student would be asked to listen to an established performer on their instrument and analyse the performance from a purely technical viewpoint. The student would then be asked to incorporate one of these technical points into their own playing and produce a performance.

Structure – here the group developed the sense of listening over small and large-scale sections of music. Members were encouraged to produce coherent structured performances and then asked to explain these performances. Deficiencies were discussed and the effectiveness of performers' aims in achieving these objectives were criticized.

The lessons that have been outlined above are intended only to give a brief insight into this specialist aural course. Each subject was considered for three or four weeks, and in this short article there is not the opportunity to show the detail with which the students considered each subject. During the year students also gave one seminar each on a subject of their own choice ranging from tuning to interpretational considerations in baroque music. These seminars were assessed and as part of the assessment each student also had to produce a project that showed the development of their aural perception throughout the year.

This specialist aural course is in its very early stages and the subject matter of the course is still being refined. However, after this first experimental year is is hoped to produce a more structured and coherent course. What has been said should be qualified by explaining that any such specialist course must be tailored to the needs of particular institutions. The needs of the students of Huddersfield Polytechnic might be different from the needs of students in conservatoires or universities. What is important is to remember the concept that lies behind the course and the degree and detail to which the content of the course is considered. Any such course must not just exist for its own sake but be seen by the students to be relevant to their real musical needs.

This article is taken from the Proceedings of "Musical Awareness: A Conference on Aural Training". The Conference was organized by the RAMP Unit at Huddersfield Polytechnic from April 22–24. Speakers included Professor George Pratt, director of the Unit, John Sloboda, Peter Hill, Michael Henson and Trevor Wishart. Further details of the Proceedings are available from Music, Huddersfield Polytechnic, price £7.50.

Patron: *HRH The Prince of Wales* — President: *Simon Rattle*

The Purcell School

provides specialist music training with an excellent general education for musically gifted children of 9–18.

For further details and information on Scholarships and Bursaries contact the Headmaster: 01-422 1284

The Purcell School, Mount Park Road, Harrow-on-the-Hill, Middx. HA1 3JS (2129)

CHOPIN: ALFRED CORTOT EDITIONS

12 Etudes, Op. 10	£8.15	12 Etudes, Op. 25	£8.40
10 Nocturnes	£6.45	24 Préludes	£7.60
8 Nocturnes	£6.45	14 Valses	£7.60
4 Ballades	£6.65	all with English text	

UNITED MUSIC PUBLISHERS LTD.
42 Rivington Street, London EC2A 3BN. Tel: 01-729 4700 (2112)

"YOUNG DICKENS"

An original cantata for children telling the story of some of Charles Dickens' early childhood memories. Demonstration tape, score and project resource book present an interesting approach to work across the curriculum.

Age range – Upper Primary and Lower Secondary. Score, initial pupil's book and tape. £12 (post paid).

Cwmdphon Music, Dormer Cottage, Goathurst Common, Ide Hill, Kent TN14 6JA. S.A.E. for leaflet. (2106)

Jazzwise Publications

Mail-order specialists in the field of jazz education, we supply the best available materials for the study of jazz and improvisation to musicians, teachers, colleges, schools and libraries.

Our catalogue includes transcriptions of recorded jazz solos, instrumental instruction books plus the entire series of 38 "Play-a-long" record/book sets by Jamey Aebersold.

Send now for our free catalogue!
Jazzwise Publications
13 Foulser Road, London SW17 8UE (2109)

Music Teachers

ALL YOUR BRASS INSTRUMENT REQUIREMENTS

Discount sales, repairs, leasing accessories, etc.

Enquiries to
28 Chiltern St., London W1M 1PH
01-486 8206

Phil Parker Ltd.

Non-technical and non-analytical

Musical theatre

GEOFFREY BRACE

There is a hitherto comparatively neglected area of musical study which could have a great future with the new exam syllabuses and, indeed, in all upper school and college music. I refer to musical theatre. I do not mean the odd reference to opera or the Broadway musical or the inclusion of the topic as a possible personal project, but a positive, comprehensive study, probably in breadth rather than depth, of all that the term "musical theatre" can imply. Such a course would be ideal in the now much favoured music-dance-drama blocks and might also work well in non-exam groups in the upper secondary and tertiary levels. Its great merit here is that it is non-technical and non-analytical and is bound to have some direct connection with students' own experience, whether it be from participating in school shows, going to the theatre or cinema, or simply watching television.

It also has far-reaching relationships with historical and social studies in every age, for musical theatre is the one art form that has never lost touch with the general public. Even opera has often been truly popular. *Carmen*, *Madame Butterfly* and *La Bohème* may be performed more often at Covent Garden than at Drury Lane but they are very popular musical shows for all that. Conversely, other pieces that are commonly called "musicals" such as *Evita* and *Les Miserables* are technically operas, though again highly popular entertainment. One good thing that might well come out of a course on musical theatre is a clearing of the air around the misleading and often rather snobbish nomenclature that insists on differentiating between opera, musical, operetta, musical comedy, etc. Personally, I think all of them – *The Ring*, *The Magic Flute*, *Cats* – should be called "shows".

Just as fascinating a study is the world of musical plays or plays with music. Not merely the high level achievements of Bizet, Grieg and Mendelssohn but humbler efforts too and over a far wider time scale. As every student of opera knows, music-drama goes back to the Greeks. It also embraces medieval miracle plays and mysteries, Elizabethan and Jacobean theatre (*Twelfth Night* and *The Tempest* are particularly good examples), popular theatre of the 18th-century, and of course, 19th-century melodrama with its continual musical accompaniment, that sometimes makes it barely distinguishable from the popular romantic operas of the time.

Film music is also, I would contend, a branch of musical theatre, even though the drama is on the screen and not the stage. It is easy to see how the improvising pianist of the silent cinema was the direct descendant of the pit musician in Victorian melodrama, working in exactly the same way and often with the same material. Background music in Hollywood movies and later music for television plays and films is also melodrama in the true sense of the word – music accompanying drama and dialogue. Its role as popularizer of near-contemporary compositional practices – late romantic in the thirties, early modern and jazz based in the sixties, avant garde in the seventies – is a particularly fascinating stylistic and social study.

In such a course, the basic chronological historical survey, from the Greeks to modern techni-musicals would ideally include, at every stage, some practical realization of extracts from key pieces. This would give rise to critical study of the interaction of music and drama in the extract under review. Such criticism would also be exercised through theatre and cinema visits and television or video sessions. Original creativity in musical theatre would also figure largely in the course with perhaps a culminating project on a given theme or story-line involving dance, mime, songs, choruses and instrumentally accompanied melodrama. Examples, where possible, from Oriental traditions of music-drama would complete the picture and give added inspiration.

Even academic material fits in very well with such a course. For there are very close connections between, for example, the procedures of "opera seria" and those of baroque instrumental music, between "opera buffa" and the classical symphony, between romantic opera and the piano and orchestral programme music of the 19th-century. Indeed, it was in the theatre and opera house that these styles were first evolved, so, far from being a by-way that has to beg for attention, musical theatre is seen to be at the very centre of musical development; a place it still occupies today.

But most important of all is the direct connection between musical theatre and real life experience. For it shows the student music in its most practical role, serving the world of entertainment and communicating with the mass of ordinary people at many different levels. Such a concept is much closer to the average youngster's idea of what music is for than the lofty aestheticism of "musical appreciation" or the donnish nitpicking of formal analysis, obsessions that, even with our new exams, do not appear to have disappeared entirely from music education.

FOOTE'S
supply
MUSICAL INSTRUMENTS & ACCESSORIES
Suzuki Violin outfits (Nagoya)
1/16, 1/10, 1/8, 1/4, 1/2, 3/4, & 4/4 @£205
Write, phone or visit:
CHAS. E. FOOTE LTD.
17 Golden Square, London W1
Est. 66 yrs. *Tel: 01-437 1811*

COMPOSE YOUR OWN MUSICAL WITH YOUR CLASS?
IMPROVE THE QUALITY OF SINGING IN YOUR SCHOOL?
You can learn how to do this and much more besides on the
ORFF SUMMER COURSE
August 24–27, Southlands College, Wimbledon.
Apply to: Orff Society, 31 Roedean Crescent, London SW15 5JX.

Cut costs with K.E.S. U.K. agent for:–
SUZUKI
Educational Instruments
For details of my DIRECT SUPPLY to Education establishments, coloured illustrated brochure and special "School Price List", please write to or telephone:–
K.E.S. Music Services, 26 Elms Road, Harrow Weald, Middx. HA3 6BQ.
Tel: 01-954 6176.

ORFF & DALCROZE SUMMER SCHOOLS
Southlands College, Wimbledon
Dalcroze Aug. 17–19
Orff Aug. 24–27
Full details from:–
RICE Office –
Roehampton Institute SW15 5PH

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

NORFOLK
COUNTY COUNCIL
DOWNHAM MARKET HIGH SCHOOL
Bexwell Road, Downham Market PE38 9LL
Roll: 1465 (Group 12) 11-18 Years
Required September, 1987. Scale 1 - Special Needs.
Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster from whom further particulars are obtainable (s.a.e. please). Closing date: 17th July, 1987. (11415) 131022

STAFFORDSHIRE
GLASCOTE COMPREHENSIVE SCHOOL
Silver Link Road, Tamworth B77 2EA
Required for September 1987 for this 11-18 school which opened in 1980 and enjoys excellent, modern facilities. REMEDIAL TEACHER (Scale 1) to work with small classes of children with learning difficulties.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40756) 131022

By Subject Classification

Art and Design

Scale 2 Posts and above

OXFORDSHIRE
THE ICKNIELD SCHOOL AND COMMUNITY CENTRE
Please see advertisement under Scale 1 posts. (35422) 131220

LONDON N16
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park, London N16 5AF
Required September, 1987 for this 3 f.e., V.A., R.C., girls' non-selective school, to cover maternity leave, probably for one year, acting scale 2 teacher with responsibility for Art throughout the school to GCSE and 'A' level.
Applicants must be in sympathy with the ethos of the school and apply in writing to the Headmistress, quoting two referees. (40772) 131220

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
Tel: 376838
Required for September 1987, a teacher of Art, Scale 1, temporary for one term in the first instance. Part-time considered.
Application forms available from and returnable to the Headmaster, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (11182) 131222

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September 1987, a teacher of Art, scale one to teach a full range within the age and ability range of this T.V.E.I. extension school. A specialist in Graphics of Fine Art is preferred.
A scale two post is available for an experienced candidate.
Good specialist facilities.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an equal opportunities employer. (11423) 131222

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for September 1987, a teacher of Pottery to share in the teaching of years 1 to 5 including GCSE courses. Scale 1.
Application forms available from and returnable to the Headmistress. S.A.E. please. Closing date 15.7.87.
Bedfordshire is an Equal Opportunities Employer. (11010) 131222

BROMLEY

LANGLEY PARK BOYS SCHOOL
Beckenham, Kent BR3 3BP

Tel: 01-650 5253

For September, teacher of Art to work within a Design Department comprising Art, Craft, Design and Technology. A specialism in Ceramics is needed.

Scale 1 Outer London Allowance.

The School, an established 11-18 all-ability school, serves an outer London suburb and is about 35 mins. from central London by train. It operates a joint sixth form of 300 with the adjacent Girls' School.

Details/application forms available by telephoning the school and to be returned by 3rd July 1987. (38474) 131222

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11023) 131222

EAST SUSSEX
RINGMER SCHOOL
Lewes Road, Ringmer BN8 5NE
Comprehensive mixed, 11-16. Roll: 788
From September: Teacher of Art (Scale 1) to join a forward looking department in this rural comprehensive school.
Relocation grants in approved cases.
Apply by form, or letter with full curriculum vitae by July 10. Further details and application forms available from the Headmaster. (11408) 131222

ESSEX
BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, Brentwood
Tel: Brentwood 0277 226482 (Roll-1079)
ART TEACHER Scale 1 plus Fringe Allowance
Required September 1987.
To teach throughout ability range within thriving and successful department.
Relocation expenses available in approved cases.
Letters of application with c.v. and names of 2 referees to headteacher a.s.a.p.

GABLE HALL SCHOOL
Southend Road, Corringham, Stanford le Hope SS17 8JT
Tel: Stanford le Hope 671526 (Roll-1200)
TEACHER OF ART Scale 1 (11-16)
Required September 1987.
To join successful department with excellent facilities. Interest in variety of media an advantage.
London Fringe Allowance.
Relocation allowances payable in approved cases.
Apply in writing with two referees and curriculum vitae and stamped addressed envelope. (38297) 131222

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road, Farnborough, Hampshire GU14 9BY
(Mixed Comprehensive)
N.O.R. 787
Required for September 1987. Scale 1 post.
Teacher of Art with an interest in the Textiles area.
Please apply as soon as possible enclosing a full c.v. and details of two referees.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38796) 131222

HARINGEY
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, Crouch End, London N8 9JF
Tel: 01-348 6191
Headteacher: Linda Powell
ART SCALE 1 (Part-time 0.2) Temporary post for 1 year from September 1987.
To join an enthusiastic, developing department. Art forms part of the common curriculum in years 1 to 3 and is a popular option in years 4 to 6.
Further details and an application form can be obtained from the Headteacher, to whom they should be returned by 17th July 1987.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (11551) 131222

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

HARINGEY
WHITE HART LANE SCHOOL
White Hart Lane, London N22 5QJ
Tel: 01-889 6761
Headteacher: Mr. L. G. Warne
PART-TIME ART TEACHER (0.6) - Scale 1
Required for September 1987 a part-time (0.6) teacher of Art and Design. Art is taught throughout the school to A level. The successful candidate would be required to offer 3 days a week teaching Art from First Year to G.C.S.E. level. The ability to offer practical photography, film and video as part of a C.P.V.E. Media Studies component would be welcome.
Application forms, together with further details, are obtainable from the Headteacher, to whom completed forms should be returned by 14 July.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (38759) 131222

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 998 Mixed)
Headteacher: D.A. Steward, B.A.
Required for September 1987 a specialist teacher for ceramics, scale 1, to take charge of a well-equipped studio in a large art department. The successful applicant will be expected to teach all ranges of ability from forms 1-5.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (11509) 131222

COME BACK TO PRIMARY TEACHING

You may feel you have been out of the classroom for too long, but must also know there has never been a greater need for your nursery or primary training and experience.

Things may have changed since you left teaching, but that need not stand between you and a return to the profession or the newly enhanced rewards now offered to permanent and supply teachers by the ILEA.

Let us show you how.

The ILEA's new

RE-ORIENTATION PROGRAMME

has been designed with you and your possible return to primary teaching in mind.

Without requiring any commitment on your part, the 2 to 4 week programme offers you the opportunity to take an up to date look at the teaching practices and resources that shape life as an ILEA nursery or primary teacher. During the programme you will be paid at a daily supply rate and visit various Inner London primary schools and resource centres. All travel expenses will be reimbursed.

We believe you will find the prospect of returning to teaching with the ILEA a very attractive one and on completing the programme you will have the opportunity to discuss the possibilities with an inspector. You then have the option of applying for the specific vacancies open at that time.

For further information about the Re-orientation Programme or to obtain up to date details of current ILEA vacancies for permanent and supply primary teachers, please contact the Staff Section at your nearest Divisional Office:



1. Hammersmith & Kensington	01-603 3388
2. Camden & Westminster	01-486 0190
3. Islington	01-272 7727
4. Hackney	01-802 3177
5. City & Tower Hamlets	01-790 1288
6. Greenwich	01-855 3161
7. Lewisham	01-698 4633
8. Southwark	01-703 0855
9. Lambeth	01-274 6288
10. Wandsworth	01-874 7262

Please state where you saw this advertisement.

Look at the enhanced benefits now available to teachers joining the ILEA:

* Inner London Allowance of £1,215 in addition to Burnham salary. Plus in many cases Social Priority Allowance.
* Reimbursement of removal expenses, on an incremental scale up to £250, for permanent staff.
* Interest-free season ticket loans for permanent staff.
* In certain cases up to £4 per week travel expenses for teachers commuting to key areas of need.

In addition there is the professional satisfaction of helping provide a high quality education service expanding to meet the growing needs of one of the most ethnically and culturally diverse populations in Britain — and there is no lack of commitment or support from the centre or locally:

* The commitment to maintain the impetus of our pioneering work at the forefront of educational developments.
* A positive commitment to promoting equality of opportunity in education and throughout our organisation.
* Pupil/Teacher ratios among the best in the Country.
* In-service training of the highest level.
* Excellent professional back-up on a divisional and central basis.
* Access to a full range of central specialist resources.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

CROSS OVER FROM SECONDARY TO PRIMARY TEACHING

The ILEA is implementing innovative new measures in response to the changing shape of Inner London's educational needs — and in particular to meet the growth in the demand for high calibre primary teachers, caused by increasing primary school rolls.

A key element of these initiatives is now to be launched in the form of a full-time retraining scheme for Secondary Teachers keen to cross over to Primary teaching, where the prospects for career development with the ILEA are exceptional and rewarding.

RETRAINING SCHEME

The 12 month scheme comprises a one term course of study in Primary Education & Practice, at either Thames Polytechnic or the Polytechnic of North London, followed by two terms at a primary school combined with day release to a teacher's centre.

Teachers with cross phase or other similarly appropriate experience will be considered for entry onto a special one term retraining course.

Salaries during training will be at Scale 1 for external applicants, although teachers seconded from within the Authority will continue to be paid at their present rate. Additional travel expenses will be reimbursed where appropriate. Should the primary post to which you are initially appointed following retraining be at a lower scale than you currently hold in the Authority, then your present salary will be safeguarded.

Start date.
The scheme is due to start in January 1988, but some places will be available in September 1987.

For further information about this scheme contact: ILEA, PER/PS3C, Room 70, The County Hall, London SE1 7PB. Tel: 01-633 8218. Closing date for return of completed application forms for this scheme is 17th July 1987.

Please state where you saw this advertisement.

ilea
Working in Education

SECONDARY ART & DESIGN
continued

HERTFORDSHIRE
ST. MARY'S HIGH SCHOOL (CHURCH OF ENGLAND)
Churchgate, Cheshunt, Herts. EN8 9ED
GROUP 10
All ability, 870 pupils (boys & girls 11-18) including 120 in 6th Form
London Fringe Allowance
Required for Sept. 1987 a teacher of three dimensional Art (Scale 1) to join a very successful and well equipped dept. 3D Art is studied at GCSE and 'A' level and it is a very popular subject throughout the school. An ability to teach graphics and design would be an advantage.
Applications with full c.v. and names and addresses of 2 referees to the Headmaster at the school as soon as possible. Further information may be obtained by ringing Waltham Cross (0992) 29124 during school hours.
The Authority operates a generous recruitment incentive scheme. (11216) 131222

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield AL9 7BN
Required for September, 1987 a part-time teacher of Art (Scale 1) for two days. The facilities are very good with three well equipped specialist rooms. A wide range of artistic skills are provided including painting, design, fabrics, print making, photography and ceramics.
The post will suit an all-rounder who is willing to work in several of these areas.
Please apply by letter (no forms) to the Headmaster, enclosing curriculum vitae and names and addresses of two referees with S.A.E. for reply.
Further particulars are available from the school.
(11223) 131222

HERTFORDSHIRE
MONK'S WALK SCHOOL
Knightsfield, Welwyn Garden City AL8 7NL
Tel: 322846
950 Pupils 11-18 mixed: all-ability
Required for September, 1987, an able and enthusiastic teacher of Art and HOME ECONOMICS (Scale 1). Both subjects are within the Design and Realisation Faculty. The Art teaching is approximately 73% of the teaching timetable and a teacher is sought who is capable of developing three dimensional work, in conjunction with the future introduction of a Graphic and Product Design Course. For the Home Economics training, a teacher is sought who can teach the full range of the subject, including textiles.
A teacher is sought who is committed to teaching the full ability range in this popular School.
Generous relocation expenses, including mortgage subsidy, in approved cases.
Letters of application should be sent to the Headmaster as soon as possible, enclosing a c.v. and the names and addresses of two referees.
(11077) 131222

OXFORDSHIRE
COUNTY COUNCIL
THE ICKNIELD SCHOOL AND COMMUNITY CENTRE
Love Lane, Watlington, Oxford
Group 10
ART
Required September 1st 1987 teacher to take responsibility for 2 Dimensional Art within a well established faculty integrating English and The Creative Arts. The school is pioneering a new G.C.S.E. course in Creative Arts. We hope to appoint from a strong field of candidates either on Scale 2, or alternatively, an outstanding probationer who would expect rapid career advancement. A willingness to work cooperatively is important.
Creche facilities available.
Please telephone either the Headteacher or Mr. Bill Lucas as soon as possible (Watlington 049161 2691) for an application form and further particulars of the faculty and post.
An Equal Opportunity Employer. (38421) 131222

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
SPURLEY HEY COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 804 on roll
Required for September, 1987
ASSISTANT TEACHER SCALE 1 or 2
Required to be responsible for the development of Ceramics and Lower School Technology within a Creative Studies Faculty offering a modular curriculum within G.C.S.E., Unit Accreditation and the Schools T.V.E.I. commitments. Scale 2 available for suitably experienced teacher.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LN. Tel: Rotherham 365037 from whom further information can be obtained.
G. Crane, Director of Personnel Resources [illegible]
(11128) 131222

Commercial Subjects

Scale 1 Posts

BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
For September 1987, a part-time teacher or instructor of Typewriting and Word processing at this 6 F.E., co-educational, all ability school (6th Form - 140).
Applications by letter (no forms) to the Headmaster at the school by 10th July, 1987. (11233) 131822

Computer Studies

Scale 2 Posts and above

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55.
(11027) 132020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
No. on roll: 650
Required for September or January a graduate to teach Computing to GCSE and A level and to help develop the use of computers throughout the school. There are two adjoining and pleasantly appointed computer rooms equipped with a Nimbus network. Scale 3 Head of Department status or Scale 2 available for suitably qualified and experienced candidate.
Applications with a curriculum vitae and the names and addresses of two recent referees should be sent to the Headmaster at the School. (11305) 132020

Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Hull Division
DAVID LISTER HIGH SCHOOL
Rustenburg Street, Hull
Head: G. H. Garner, B.A.
Required for September 1987, a teacher of INFORMATION TECHNOLOGY, Scale 1, temporary for two terms to Easter 1988 to cover secondment. A Scale 2 or 3 post could be available to a suitably qualified and experienced candidate.
The major responsibilities would be:
(a) To provide optional and compulsory modular courses in 'using the computer' and
(b) To provide an active advisory service on cross curricular use of the computer. Ability to offer a second subject, possibly within the Science Department, would be of assistance.
An opportunity to take 'A' Level Computer Science work with the 7th form could be available for a suitably qualified candidate but this contribution would not be essential.
This is a 13-18 mixed comprehensive school of approximately 950 pupils.
Application forms and further information available from the Head (sae please) should be returned by 10th July.
Humberside County Council working towards Equal Opportunities. (38670) 132022

Craft, Design & Technology

Scale 2 Posts and above

REDBRIDGE
HAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JF
Head: J. Westbury, M.Ed., Dip. Th.
Tel: 01-500 2254
Required for September 1987: teacher of Craft, Design and Technology for this 11-18 mixed split-site comprehensive school.
The post is on Scale 2 with Outer London Allowance; assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.
Please apply in writing to the Head as soon as possible, giving full details and names and addresses of 2 professional referees.
(11179) 132120

HARROW
EDUCATION COMMITTEE
ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middlesex HA2 9DX
Tel: 01-864 2739
Required for September two enthusiastic and committed Teachers to work predominantly with small groups of adolescents at this all age purpose built day special school for pupils with emotional and behavioural difficulties.
For further details see advertisement under 'Special Education' - Scale II. (11541) 132120

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
OSTLER SECONDARY SCHOOL
Battinson Road, Halifax HX1 4RG
Ref: EDS/3244
Required from August 1987 for one year only, a temporary teacher of CRAFT DESIGN & TECHNOLOGY (Scale 1) to teach mixed ability classes with some specific metalcraft to GCSE.
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned, quoting post reference number by *15 July 1987*.
The Council is committed to being an equal opportunities employer and service provider. (38570) 132122

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. MARY'S R.C. (M)
Woburn Road, Croydon CR0 2AB
Tel: 01-686 3837/9
C.D.T. teacher required to teach across all ages and abilities to GCSE level in this 11-16 years mixed Catholic school.
Salary: Scale 1.
Tenable: September 1987.
Please apply to the Headmaste for further information and application forms.
Closing date: 1 week after the appearance of this advert. (11092) 132122

EALING
LONDON BOROUGH
EDUCATION SERVICE
PERMANENT UNATTACHED PRIMARY/SECONDARY (CDT) TEACHERS
Required from September Scale 1/2 (London Weighting £1,215) required to cover for specific consecutive temporary vacancies or long term absences of at least a term each (e.g. secondment, maternity leave). These are permanent posts and ordinary national and local conditions of service will be applicable. Experienced teachers and probationers are equally welcome to apply. You must have Qualified Teacher Status granted by the DES.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by 17th July.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (38762) 132122

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614/952 8502
CDT TEACHER, SCALE 1 OR 2
We require a teacher of CDT, Scale 1 or 2 depending on experience, for September in this mixed 12-16 comprehensive school. CDT is a compulsory subject for all students in the first two years and is a popular option in the Upper School. This well-equipped department is developing problem-solving approaches to design and is well-supported by the Borough's TVEI scheme.
Canons is committed to developing student independent learning in mixed-ability groups, to policies for multicultural and equal opportunities education and to considerable involvement with the local community.
Outer London Allowance is payable.
For further details and an application form please phone the school secretary.
Application forms to be returned to Mr R.J. Marshall, Acting Headteacher, by 15th July 1987. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer.
(38779) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ABBEY SCHOOL
London Road, Faversham ME13 8RZ
Required Sept. 1987. Craft, Design and Technology Teacher (Scale 1) to join forward-looking and enthusiastic Dept. Successful candidate will be involved in the planning and preparation of new courses, pre-vocational work plus teaching to GCSE Level.
Also required for Sept. 1987, a teacher, Scale 1, for Design Dept. to teach Textiles. Ability to offer one of H.E., Child Care, Art, in addition, an advantage.
Apply by letter with full c.v. to the Head Teacher at the school. (11306) 132122

LANCASHIRE
HUTTON GRAMMAR SCHOOL
Hutton, Preston PR4 5SN
(Voluntary Aided C. of E. Comprehensive, 600 boys 11-16 plus 290 mixed Sixth Form)
Required for September 1987 or January 1988 a Scale 1 Teacher to join the Technical Department. Applications from beginners or serving teachers will be equally welcome.
Further details and forms from the Headmaster at the school. Closing date: 14th July. (38719) 132122

NORTH YORKSHIRE
LADY LUMLEY'S SCHOOL
Swainsea Lane, Pickering, North Yorkshire YO18 8NG
11-18 mixed comprehensive, 860 on roll, 100-120 in Sixth Form
TEACHER OF ART AND DESIGN
Required for September 1987, Scale 1, to specialise in three-dimensional work in a variety of media, particularly ceramics and sculpture.
Apply immediately by letter (no forms) enclosing full c.v. and the names and addresses of two referees to the Headteacher.
Closing date 10th July 1987.
(11241) 132122

WAKEFIELD DISTRICT COLLEGE
PART-TIME LECTURER IN DANCE
To stand in for a member of staff on secondment for one year fixed term.
The person appointed will have relevant qualifications and should be able to teach Dance skills to 'A' level standard as well as to work in Dance skills with full-time Drama and Theatre Arts students on the College Diploma in Performing Arts Course.
The person appointed will also be expected to direct the work of the student dance company and undertake liaison work with professional companies at the Arts Centre. Closing date 16th July, 1987.
EDUCATION DEPARTMENT
FIRST
NORTH ELMSALL HAREWOOD LANE FIRST SCHOOL
HEADTEACHER
Group 5 N.O.R. 270
£15,768 - £18,497 (Jan. 87 rates)
A headteacher is required for the above named school for January 1988.
SECONDARY
KNOTTINGLEY HIGH SCHOOL (11 - 16) N.O.R. 892
SCALE 1 TEACHERS
£7,011 - £10,503 (Jan. 1987 rates)
Required for September 1987 the following teachers:-
1. Science
2. Religious Studies/Humanities
3. Geography (Temporary for the Autumn Term)
DEPUTY HEADTEACHER
AIREDALE HIGH SCHOOL (13 - 16)
GROUP 11 N.O.R. 1024
£17,568 - £18,339 (Jan. 1987 rates)
Required for January 1988, a suitably qualified and experienced teacher for the post of Deputy Headteacher of this 13-16 Secondary School. Closing date 17th July, 1987.
SCALE 1 C.D.T. TEACHER
£7,011 - £10,503 (Jan. 1987 rates)
Required for September 1987 a Scale 1 C.D.T. teacher to join an enthusiastic and vigorous department. Closing date 17th July, 1987.
OUTWOOD JUNIOR AND INFANTS SCHOOL
N.O.R. 270 WITH 40 P/T NURSERY
TWO SCALE 2 POSTS
£7,602 - £11,892 (Jan. 1987 rates)
Required for September 1987, two scale 2 post teachers for curriculum development to take a lead in various areas throughout the school. Flexibility is essential. Initial teaching responsibilities – Infant age groups. Further details are available from Mrs. Lunn, Headteacher on Wakefield 826974. Closing date 17th July, 1987.
Further details and application forms are available, on receipt of a stamped addressed envelope, from the Chief Education Officer, 8 Bond Street, Wakefield, WF1 2QL, to be returned by the 14th July, 1987, unless otherwise stated.
(40764)
City of Wakefield Metropolitan District Council

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWYDDI DYSGU
Ar Gyfer Medi 1, 1987, new dynted a phuaib wedi hynnyl
YSGOL GYFUN Y CYMMER, PORTH
Ar hyn o bryd Saesned yw'r ryfrwng dysgu'n yr ysgol. Ni daw rhagor o blant Saesneg i'r ysgol yn 1987 and bydd y faqubllon presennol yn gallu gorffen eu rhyrsiau yn yr ysgol hon. Daw y plant Cymraeg cyntaf i mewn ym mis Medi 1988. O hynny i fis Medi 1991 hyddy Gymraeg a'r Saesneg yn dyfrungau dysgu. O fis Medi 1991 Gymraeg fydd iaith guntaf yr ysgol. Disgwylir, felly, i'r ymgeiswyr am y gwyddi canlynnol allu dysgu drwy gyfrwng y ddwy iaith a bydd yn ofynnol iddynt, befyd, ally siarad ac ysgrifennu Cymraeg yn rhygl a chywir.
Athro/Athrawes C.D.T. i ddysgu'r gwnr byd at safon T.G.A.U. a T.A. Mae posibilrwydd bydd yn ofynnol i'r athro hwn allu dysgu i safon uwch yn y dyfodol. Graddfa Cyflog 1.
Dylai pob ymgeisydd fedru siarad Cymraeg yn rhugl ysgrifennu'r iaith yn gywir. Ceir ffurflenni cais, i'w dychwelyd erbyn 17 rffennaf, 1987, ar ol derbyn amlen ffwlsgap wedi'i chyfeirio a'i stampion, oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Neuadd y Sir, Caerdydd CF1 3NF. Tel: Caerdydd (0222) 820232. (38727) 132122

NORTHUMBERLAND
SCALE 1 CDT
Required from 1st September 1987, Teacher of Craft, Design an Technology who is flexible enough in approach to teach both in Middle and High School departments. This will be a County appointment to cover initially a GRIST INSET release and a Middle School maternity leave.
The post will be on a one year temporary contact. First time applicant to the teaching profession would be most welcome, particularly if they have a design based background, an integrated approach towards technology and a knowledge of basic electronics would be advantageous.
Further details and application forms from Director of Education, County Hall, Northumberland NE61 2EF to be returned within fourteen days. (38278) 132122

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. ENOR 1176
For September 1987 a Scale 1 Teacher Tutor of C.D.T. for *this newly reorganised secondary school due to open in September.*
Details and application forms from the Headteacher: Tel: Ashford 243824.
(11156) 132122

WAKEFIELD
Please see display advertisement on Page 50.
(11166) 132122

Economics & Business Studies

Heads of Department

REDBRIDGE
WOODBRIDGE HIGH SCHOOL
St Barnabas Road, Woodford Green, Essex IG8 7DQ
Tel: 01-504 9618
Headteacher: Mrs K. Hughes, B.A.
Required for September 1987 or January 1988:
HEAD OF INFORMATION TECHNOLOGY (SCALE 4)
This is an important and exciting new post in this 11-18 fully comprehensive school already committed to Information Technology across the curriculum. We are seeking an experienced teacher of Computer Studies or Business Education to develop and co-ordinate the range of Information Technology activities within the school.
The Faculty of Information Technology contains a 15 station BBC network and a Business Education area equipped with microcomputer. In addition, 10 BBC computers are used to support cross curriculum work. Sixth Form Secretarial Studies is well established with a recently appointed technician.
Removal and relocation expenses (up to £3,850) payable in approved cases. London Weighting: £795.
Please apply immediately in writing to the Head at the school, with full c.v. and names and addresses of 2 professional referees.
(11176) 132218

Scale 2 Posts and above

BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
NOR 1,250
Required September 1987 scale 2 teacher in the Business Studies department. The school has a computer room where word processing options have been established and there are very real opportunities for an applicant with a developed interest in modern technology. Business Studies is a well established and expanding option for pupils between 14-18.
Application forms and further details about the post can be obtained from the Head, enclosing S.A.E.
Closing date: 13 July 1987.
Berkshire has a scheme of lodging and removal expenses.
An Equal Opportunity Employer. (38478) 132122

HAMPSHIRE
Required for September 1st 1987 2 Advisory Teachers to join the National Business and Information Studies Team in Hampshire.
Salary - Senior Teacher Scale.
These posts will be for the period September 1st 1987 to August 31st 1988. Candidates will be expected to have been closely involved with the implementation of the Business and Information Studies Course.
The posts will necessitate extensive travel and the possession of a car is essential. Any authorised travel will be paid at NJC rates and in accordance with the County Travelling Scheme.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application forms and further particulars from County Education Officer, ES/SM/PS, The Castle, Winchester, Hants.
Closing date for completed applications 13 July 1987.
(11001) 132122

STAFFORDSHIRE
GLASCOTE COMPREHENSIVE SCHOOL
Silver Link Road, Tamworth B77 2EA
Required for September 1987 or January 1988 two teachers of BUSINESS STUDIES/COMPUTING/INFORMATION TECHNOLOGY. A Scale 2 allowance is available for a Head of Department role. It is hoped to appoint a teacher on Scale 2 with complementary skills who will take on specific responsibilities within the Department.
The school has approximately 1,030 pupils of all aged 11-18 and, was opened in 1980, enjoys excellent modern facilities.
Application forms available from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days after publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40751)

Scale 1 Posts

BARNET
LONDON BOROUGH
HENDON SCHOOL
Golders Rise, Hendon, London NW4 2HP
Tel: 01-202 9004
Co-educational Comprehensive. Roll 940 Sixth Form 151
Required, September 1987, part-time teacher (0.4 of week) of OFFICE STUDIES and keyboard skills.
Applicants should have an interest in Modern Office Technology. The Business Studies Department is well resourced, enthusiastic and supportive.
The school is a multi-ethnic comprehensive with high academic standards.
Apply in writing to Head Teacher with full c.v., S.A.E., names of two referees. 132122
(11515)

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HALIFAX CATHOLIC HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TU
Ref EDS/3251
Required from August 1987 for one year only, a temporary teacher of 'A' level Economics (Scale 1) to 'A' level, plus state subsidiary subjects.
Application forms for the above post must be obtained from the Headteacher to whom (large SAE please) completed forms should be returned, quoting post reference number by 15th July 1987.
The Council is committed to being an equal opportunities employer and service provider. (38566)

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55.
(11025)

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole BH17 9JU, 675 boys (age range 12-18). Required September 1987 Graduate to teach Economics (Scale 1).
Full particulars and application forms from the Headmaster on receipt of s.a.e.
(11141)

THE TIMES EDUCATIONAL SUPPLEMENT 3.7.87

ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
- *With some 950 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional back-up, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to Burnham salary.*
- *All posts open to job share unless indicated otherwise (NJS). A Register for pairing potential job-sharers: contact EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 8801.*

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 10th July 1987, unless indicated otherwise.

Headships & Deputy Headships

Please refer to separate advertisement elsewhere in this publication on page 40.

Nursery Education

ST CHRISTOPHER'S (N)
Bridgeway Street, NW1.
Tel: 01-387 4996.
Roll: 40 f/t. Head: Carol Foster
Required September. 0.6 teacher with nursery training to join this small, friendly school. Ability to work in a team, enthusiasm and flexibility essential, but plenty of scope for personal development.

Primary Education

Posts of Responsibility

BLUE GATE FIELDS (JM)
King David Lane, E1 0EH.
Tel: 01-790 3618. Roll: Group 5.
Head: Mr Stuart Batey
Required September or asap. Scale 2 teacher for Environmental Studies and School Journeys. Capable and experienced class teacher sought to help develop work based on local environment and to help organise school journeys.

CANON BARNET (JM&I)
Commercial Street, E1.
Tel: 01-247 9023.
Roll: 300 + 35 N.
Head: Ms Sue Gilbert
Required asap. Scale II Bilingualism. Mother tongue Bengali/Sylheti. An experienced class teacher to co-ordinate a mother tongue programme and to support bilingualism. The school has a 100% bilingual roll, the majority of children are from Sylheti Bangladesh.

EVELINE LOWE (JM&I)
Marlborough Grove, SE1 5JT.
Tel: 01-237 3207.
Roll: 190. Head: Gary Foskett
Required asap.
1) Scale 2 teacher to co-ordinate Environmental Education throughout the school.
2) Scale 2 teacher to co-ordinate the Maths and Science curriculum throughout the school.
We are situated just off the Old Kent Road, well served by public transport.

EARDLEY
Blegborough Road, SW16 6DH.
Tel. 01-769 6486. Roll: 219.
Head: Mrs P. M. Parker
Required September. Scale 2 for Language and Literacy. Experienced class teacher to be responsible for formulating and implementing school policy in these areas.

GOSPEL OAK (JM&I) (2NC)
Mansfield Road, NW3 2JB.
Tel: 01-485 7435.
Roll: 497 (inc. nursery).
Head: Mr N. D. Harris
Required September or asap. Scale 2/3 Science and Environmental Studies or Microcomputers. Experienced teacher required to develop Science throughout the school. The possibility of a Scale 3 is dependent on the ability to offer Science plus at least one of the other areas.

JUBILEE (JM&I) (2NC)
Filey Avenue, Stoke Newington, N16. Tel: 01-806 5446.
Roll: 300 + 30 f/t & 40 p/t N.
Head: Eric Heggie
Required asap. Head of Infants Department Scale 3.
Experienced enthusiastic class teacher to lead team of committed staff in curriculum development and pastoral care. SPA allowance.

MARVELS LANE (JM)
Riddons Road, SE12 9SE.
Tel: 01-857 3904.
Roll: 170. Head: David Friett
Required September or asap. Scale 2 Creative/Expressive Arts (including P.E.).

OLIVER GOLDSMITH JUNIOR
Peckham Road, SE5 8UH.
Tel: 01-703 4894. Roll: 320.
Head: Peter V. Brown
Required September.
1) Class teacher (Scale 2 + SPA) to be responsible for Social & Environmental Studies throughout the school.
2) Class teacher (Scale 2 + SPA) to be responsible for Art & Craft throughout the school.

PECKHAM RYE (JM&I)
Whorlton Road, SE15 3PD.
Tel: 01-639 3914.
Roll: 341 + 2 N.C.
Head: H. M. Lay
Required asap (preferably September).
1) Scale 2 post – responsibility for Environmental Studies and Science. Class teacher required to also take responsibility for encouraging Environmental Studies and Science work throughout the school.
2) Scale 2 post – responsibility for Music. Class teacher required to also take responsibility for encouraging Music work throughout the school. Piano playing an advantage.

SOUTH RISE (JM)
Brewery Road, Plumstead, SE18. Tel: 01-854 2768.
Roll: 295 Group 5.
Head: D. J. Bennett
Required asap.
1) Scale 3. Experienced teacher to fill senior management post. Proven experience in one or more curriculum areas required. Responsibilities to include curriculum/staff development. Job description available.
2) Scale 2. Curriculum Development Support teacher. Proven ability in any aspect considered.

STEWART HEADLAM (JM&I)
Tapp Street, E1 5RE.
Tel: 01-247 1201.
Roll: 260. Head: Mike Bongard
Required asap. To co-ordinate Maths & Computers throughout the school. Expertise in investigational, problem-solving approach.

ST JOHN'S CE (JM&I + N)
Peel Grove, Bethnal Green, E2 9LR. Tel: 01-980 1142.
Roll: 190 + 25 f/N.
Head: Miss P. M. Hillman
Required September, Scale 2 Mathematics. An experienced class teacher is required to co-ordinate the teaching of Maths and the children's progress throughout the school.
Application forms returnable by 10th July.

ST JOHN EVANGELIST RC (JM&I)
Duncan Street, N1 8BL.
Tel: 01-226 1314.
Roll: 267. Head: Mrs I. Rowland
Required asap. Scale 2 class teacher able to lead the P.E. curriculum area. This will include organisation of schemes of work for all aspects of Primary P.E., organisation of equipment and assistance to other staff with the teaching of P.E. The Governors are looking for an enthusiastic practising Catholic teacher, willing to take an active part in the life of the school. Application form obtained and returned to the Chair of Governors at the school. *Closing date: 14th July 1987.*

ST LUKES CE (JM&I)
Saunders Ness Road, Cubitt Town, E14. Tel: 01-987 1753.
Roll: 177.
Head: Miss M. A. Warner
Required asap. Class teacher willing to take a lead in Maths, Science and Technology. An interest in introducing a computer network to the school an advantage.

ST MARY & ST PANCRAS (JM&I)
Polygon Road, NW1.
Tel: 01-387 6117. Roll: 190.
Head: Duncan Bradshaw
Required January 1988 or asap. Scale 2 teacher for development of Mathematics throughout the school.
Practising Anglican preferred.

ST MARY'S CE (JM&I)
329 High Street, Lewisham, SE13 6NK. Tel: 01-690 2613.
Roll: 262.
Head: Mr Chris Rigby
Required September. Scale 2 post. Enthusiastic class teacher to develop Creative Arts/Music throughout the school. (N.B. Music an advantage but not essential.)

Other Primary Posts

CRAMPTON (JM&I)
Iliffe Street, SE17 (Near Elephant and Castle).
Tel: 01-735 2219.
Roll: 176. Head Ken Naish
Required September. 0.6 teacher for groups/classes as needed. Pleasant surroundings. Friendly staff.

ELLERSLIE (JM&I + NC)
Ellerslie Road, W12.
Tel: 01-743 4545.
Roll: 317. Head: Diana McKone
Required September.
1) Temporary terminal teacher required for autumn term as class teacher (infants).
2) Temporary terminal teacher required for autumn term as class teacher (Juniors).

EVELINE LOWE (JM&I)
Marlborough Grove, SE1 5JT.
Tel: 01-237 3207.
Roll: 190. Head: Gary Foskett
Required asap. Part-time (0.3) teacher to work in an attractive open-plan building. We are situated just off the Old Kent Road, well served by public transport.

FALCONBROOK (JM)
Wye Street, Battersea, SW11 2LX. Tel: 01-228 0803.
Roll: 181. Head: Mr G. J. Hall
Required September, part-time teacher. A total of 35 days to be allocated to provide cover for INSET. A further 1 day per week for group work, support for 'special needs' children and some cover with an option for increasing the hours. Hours and days to be arranged.

HALLFIELD (JM)
Porchester Gardens, W2.
Tel: 01-262 9432.
Roll: 360. Head: Colin Pickles
Required September. Part-time teacher 0.5 for Class Support. E.S.L. experience an advantage.

HUNGERFORD (SPA) (I)
North Road, N7.
Tel: 01-607 4787.
Roll: 260 Group 4.
Head: Ms Jennifer Brice
Required September. 0.4 part-time teacher to work with *children in small groups in* open-plan setting. All special interests considered.

PECKHAM RYE (JM&I)
Whorlton Road, SE15 3PD.
Tel: 01-639 3914.
Roll: 341 + 2 N.C.
Head: Miss H. M. Lay
Required September. 0.4 Music teacher to take class and group Music throughout school. Post for one year only.

PRIOR WESTON (JM&I)
Whitecross Street, EC1.
Tel: 01-628 5960. Roll: 190.
Required September. Flexible, enthusiastic 0.5 teacher to work throughout an open plan vertically grouped school.

SUSAN LAWRENCE (JM)
Kerbey Street, E14 6AL.
Tel: 01-987 4357.
Roll: 176. Head: M. E. White
Temporary teacher, 0.5, to work mainly in lower juniors, supporting class teacher, with emphasis on language.

ST ALBAN'S (JM&I)
Baldwin's Gardens, Holborn, EC1N 7SD. Tel: 01-242 8585.
Roll: 160.
Required September.
Enthusiastic, part-time teacher (up to 0.9), experienced in child-centred learning, to work alongside class teachers, supporting the needs of multi-ethnic children.

ST EDMUND'S RC (JM&I)
297 West Ferry Road, Millwall, E14 8RS. Tel: 01-987 2546.
Roll: 109.
Head: Francis Buxton
Required September. 0.2 Music teacher. Catholic preferred.

ST JOAN OF ARC RC (JM&I)
Northolme Road, Highbury, N5 2UX. Tel: 01-226 3920.
Head: Kevin O'Shea
Required September. Part-time teachers for class teaching and group work to assist with Section 11 and curriculum development. Times flexible.

ST JOSEPH'S RC (JM&I+N)
George Row, Bermondsey, SE16 4UP. Tel: 01-237 4267.
Roll: 346.
Head: Sister Mary Baptist
Required asap. Music teacher to take class singing and instrumental 2 days a week.

ST LUKE'S CE (JM&I)
Saunders Ness Road, Cubitt Town, E14. Tel: 01-987 1753.
Roll: 177.
Head: Miss M. A. Warner
Required asap.
1) 0.4 part-time teacher, Wednesdays and Thursdays. *Please state particular skills and interests.*
2) 0.3 Music teacher for class singing, tuned percussion and recorders. Willingness to help with concerts an advantage. Well equipped music room available. Practising Christian preferred.

ST MARY'S & ST PANCRAS (JM+I)
Polygon Road, NW1.
Tel. 01-387 6117. Roll. 190.
Head: Duncan Bradshaw
Required asap. A Music teacher 0.4 to take music throughout the school.

Secondary Education

All secondary schools in the ILEA area are organising along comprehensive lines.

Art

DEPTFORD GREEN (SM)
Amersham Vale, SE14.
Tel. 01-691 3236. Roll: 570.
Head: Mr K. O. Ajegbo
Required September. Head of Art Scale 3. To run a successful and influential department. An interest in Ceramics would be an advantage.

ST MARK'S CE (SM)
Bishop's Avenue, Fulham, SW6 6ED. Tel. 01-736 2211.
Roll: 800.
Head: L. W. C. Truman
Required September (or asap thereafter). Teacher as Scale 3 Head of Art Department to organise this subject throughout this well-established Church of England Secondary School.

ST PHILIP HOWARD RC (SM)
Upper North Street, Poplar, E14.
Tel: 01-987 7028. Roll: 470.
Head: Mrs A. C. Cooke
Required September. An enthusiastic Art teacher with expertise in Textiles, Printing an advantage. Vacancy due to curricular re-organisation. Scale 1. NJS. Application forms may be obtained from the school secretary and should be returned to the Clerk to the Governors at the school by 14th July 1987.

Business Studies

HAGGERSTON (SM)
Weymouth Terrace, E2.
Tel: 01-739 7324. Roll: 920.
Head: M. J. Metcalf
Required for September, a part-time teacher (0.5) for Business Studies. An ability to use computer/word processor an advantage.

ST EDMUND'S RC (SM)
St Dunstan's Road, Hammersmith, W6 8RB.
Tel: 01-748 1060. Roll: 600.
Head: J. E. Dyson
Required from September. Head of Business Studies Scale 3. Interest in Information Technology desirable.

STOCKWELL PARK (SM)
Clapham Road, SW9 0AL.
Tel: 01-733 6156. Roll: 860.
Head: Miss F. A. Keefe
Required September. 2 l/c Business Studies, Scale 2. Full range of subjects required, especially I.T. and Accounting.

WESTMINSTER CITY (SB) VA CE
55 Palace Street, SW1E 5HJ.
Tel: 01-834 7419. Roll: 730.
Head: Mr A. D. W. Garvie
Required September. A graduate teacher of Business Studies/Economics. Ability/willingness to help with E.S.L. work or Games would be an advantage. Two groups at 'A' level in each year of sixth forms.

Computing

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD. Tel: 01-677 2431 or 01-769 7300. Roll: 1000.
Head: R. W. Townsend
Required September or asap. Head of Computing (Scale 3), a teacher to lead the development of computer awareness throughout the school. Dunraven is a popular school in an attractive environment.
For further details contact Mrs Joel, Head's Secretary, at the school.

LONDON NAUTICAL (SB)
61 Stamford Street, SE1 9NA.
Tel: 01-928 6801. Roll: 450.
Head: D. L. Conway
Required asap. Teacher (Scale 2) to be responsible for Computing and to teach some Maths, possibly. The school has a 480Z link Network and a Nimbus Network on order. A teacher is sought who can teach Computing Studies and promote CAL within the school.

C.D.T.

HAGGERSTON (SM)
Weymouth Terrace, E2 8LS.
Tel: 01-739 7324. Roll: 920.
Head: M. J. Metcalf
Required for September or asap. A teacher as Head of C.D.T. (Scale 3) within Faculty of Science, Craft, Design and Technology. Three newly converted, multi-materials workshops in girls' school where subject has been enthusiastically received.

ST RICHARD OF CHICHESTER RC (SM)
Royal College Street, NW1.
Tel: 01-485 4593. Roll: 750.
Head: Mr John Morley
Required September. Scale 1 teacher of C.D.T. An interest in Graphics and Design would be an advantage.
Application forms and further details may be obtained from the school secretary.

RAINE'S FOUNDATION CE (VA) (SM)
Approach Road, Bethnal Green, E2 9LY. Tel. 01-981 1231.
Roll. 818.
Acting Head: R. C. Raffold
Required September or January 1988. Head of Department, C D T. (Scale 3 plus Inner London Allowance). Excellent opportunities for development in new facilities built and equipped in the Upper School in 1985. In this C E. school applicants are welcome irrespective of religion.

WILLIAM PENN (SB)
Red Post Hill, SE24 9JH.
Tel: 01-737 2336. Roll: 510.
Head: Michael Hougham
Required September or January 1988. Head of Faculty C.D.T. (Scale 4). An experienced teacher is sought to take full responsibility for the management of this successful and developing department. Curriculum links are being explored with Science, Maths and Computer Education. Further details and application forms are available from the school secretary.

Drama

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD. Tel: 01-677 2431 or 01-769 7300. Roll: 1000.
Head: R. W. Townsend
Required September, Head of Drama (Scale 2). An enthusiastic teacher is required to run this well established and thriving Drama Department. Drama is now part of the core curriculum, years 1-3 and is a developing option in the Upper School.
For further details contact Mrs Joel, Head's Secretary, at the school.

HAGGERSTON (SM)
Weymouth Terrace, E2.
Tel: 01-739 7324. Roll: 920.
Head: M. J. Metcalf
Required for September, a qualified enthusiastic teacher as teacher-in-charge of Drama (Scale 2). An interest in non-classroom work an advantage.

HOLLAND PARK (SM) (SPA)
Airlie Gardens, Campden Hill Road, W8 7AF.
Tel. 01-727 5631. Roll: 1560.
Head: Ms M. A. Pringle
Required September. A Scale 2 l/c Drama teacher to take responsibility for the work, including examination courses, of a team of three teachers. Drama is part of the Faculty of Creative Arts and Physical Education. All teachers are expected to be form tutors and to teach the pastoral curriculum.

English

ST PHILIP HOWARD RC (SM)
Upper North Street, Poplar, E14.
Tel: 01-987 7028. Roll: 470.
Head: Mrs A. C. Cooke
Required September. A well qualified and experienced teacher as second-in-charge of English Department. An ability to teach Drama in Lower School an advantage. Scale 2. NJS.

Application forms can be obtained from the school secretary and should be returned to the Clerk to the Governors at the school by 14th July 1987.

English as a Second Language

HOLLAND PARK (SM) (SPA)
Airlie Gardens, Campden Hill Road, W8 7AF.
Tel: 01-727 5631. Roll: 1460.
Head: Ms M. A. Pringle
Required asap. Scale 1 teachers of E.S.L. in the Faculty of Language and Humanities. The Faculty covers the traditional areas of English, Modern Languages and the Humanities subjects, along with the work of E.S.L. and Heritage Languages. The successful candidates would support the learning and language development of bilingual children. All teachers are expected to be form tutors and to teach the pastoral curriculum.

SIR WILLIAM COLLINS (SM)
Charrington Street, NW1 1RG.
Tel: 01-387 0126. Roll: 750.
Head: Pamela Turner
Required September. 4 Scale 1 E.S.L. teachers to join a department of 10 staff. Teaching is on a withdrawal basis where appropriate but mostly mainstream support. Please contact Len Hughes at the school for visit.

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, SE18.
Tel: 01-854 1114. Roll: 863.
Head: V. Bowen-West
Required September. Scale 2 Head of Department of E.S.L. Expanding department. Punjabi speaker preferred.

Geography

HAGGERSTON (SM)
Weymouth Terrace, E2 8LS.
Tel: 01-739 7324. Roll: 920.
Head: M. J. Metcalf
Required asap, a qualified teacher for Geography for a term's contract in the first instance. Well-established and popular department.

Home Economics

BLACKHEATH BLUECOAT (SM)
Old Dover Road, Blackheath, SE3. Tel: 01-858 8221. Roll: 890.
Head: Mr J. Thurley
Required September or asap Head of Home Economics, Scale 3, to oversee the work of the Department in Food, Child Development and Textiles.

Maths

ARCHBISHOP MICHAEL RAMSEY
Farmers Road, SE5 0UB.
Tel. 01-701 4166. Roll: 938.
Head: Mrs S. Hase
Required September, 0.2 post. Mondays only, teacher of Mathematics, Scale 1, for one year, to enable a teacher to attend DES funded curriculum course. Strong department, fully committed to SMILE.

STEPNEY GREEN
Ben Jonson Road, E1 4SD. Tel: 01-790 6361. Roll: 1029. Head: Mr D. J. Bennett
Required September or asap. Teacher of Mathematics, Scale 2, to join a successful department committed to SMP development with extensive computer facilities.

WILLIAM ELLIS
Highgate Road, NW5 1RN.
Tel: 01-267 9346. Roll: 825.
Head: R. K. James
Head of Maths Department, Scale 4. Required January 1988 or sooner if possible an experienced graduate to lead a successful, innovative department. SMP 11-16 is used throughout the school, and the department is piloting GAIM and Units and Credits as a Phase I ISS school. We seek someone to teach the full ability range with the energy and vision to build upon challenging foundations.
Applications by letter with full c.v. and the names and addresses of two referees to the Headmaster at the school, from whom further details may be obtained with a sae.

Modern Languages

HAGGERSTON (SM)
Weymouth Terrace, E2.
Tel: 01-739 7324. Roll: 920.
Head: M. J. Metcalf
Required for September, a qualified teacher for Spanish (0.4).

Music

CHARLES EDWARD BROOKE CE (SG)
Langton Road, SW9 6UL.
Tel: 01-735 8785. Roll: 620.
Head: Mrs Ann Czerniawska
Required September. Qualified teacher for part-time Music (0.2).

Needlework

LA SAINTE UNION CONVENT
Croftdown Road, NW5.
Tel: 01-485 5414. Roll: 900.
Head: Sr Marion Ryder
Required for September. Teacher of Needlecraft required to teach examination level. Would be required to take responsibility for costumes, etc. in school productions. Experience of teaching Child Care would be an advantage. Probationer acceptable.

Pastoral

WILLIAM PENN (SB)
Red Post Hill, SE24 9JH.
Tel: 01-737 2336. Roll: 510.
Head: Michael Hougham
Required September or January 1988. Head of Year (Scale 4). To take full responsibility for the progress, welfare and discipline of the year group presently completing their 2nd year. Heads of year remain with one year group through the five year cycle. Candidates should be able to make a teaching contribution within the area of Maths, Science, C.D.T. and Computer Education.
Further details and application forms are available from the school secretary.
Closing date: 10th July 1987.

P.E.

NORWOOD (SG)
Crown Dale, SE19.
Tel: 01-670 9382. Roll: 700.
Head: Mr George Varnava
Required asap, Scale 1 P.E. teacher to join very successful department. Full range of activities offered.

PLUMSTEAD MANOR (SG)
Old Mill Road, SE18 1QF.
Tel: 01-855 5011. Roll: 1300.
Head: Mrs C. V. Berreen
Required September, Scale 1 Physical Education. Well qualified teacher of Physical Education for large, vital department. Particular interest in Dance. Opportunity for GCSE studies. Full involvement in extra curricular activities essential.

Senior Teacher

SYDENHAM (SG)
Dartmouth Road, SE26 4RD.
Tel: 01-699 6731.
Roll. 1100.
Head: Miss C. A. Rumney
Required January 1988. Senior Teacher (vacancy owing to promotion to Deputy Headship). Major responsibility as Examinations Officer who advises Heads of Department on course and syllabus choice in current situation. Secondary responsibility to integrate the school's strong industrial links firmly into the curriculum. (Adoption by British Telecom, strong CPVE/mini enterprise/possible TVEI pilot school.) The successful candidate will be an experienced teacher with proven leadership qualities who will contribute widely to policy and decision making as a member of the Senior Management team. Other responsibilities negotiable according to strength and interest. Interviews likely mid-September.

Science

CHARLES EDWARD BROOKE CE (SG)
Langton Road, SW9 6UL.
Tel 01-735 8785.
Roll: 620.
Head: Mrs Ann Czerniawska
Required September or earlier. Qualified teacher for part-time Integrated Science (0.2) in Lower School.

GEOFFREY CHAUCER (SM)
Harper Road, SE1 6AG
Tel: 01-407 6877. Roll: 700.
Head: Mr M. F. B. Reed
Required Head of Science, Scale 4. A temporary post for 1 year, from September, due to secondment of present postholder. The department is well-equipped in a suite of seven laboratories. Science is taught as part of a compulsory core for ages 11-16. There is extension Science and Electronics in the upper school options and the department is involved in our core Technology course. Sixth form 'A' level Biology and GCSE Chemistry are taught, for the Elephant Consortium.

WAVERLEY (SG)
Homestall Road, SE22 0NR.
Tel: 01-732 2276.
Roll: 850. Head: Miss B. P. Wise
Required September, Head of Science, Scale 4. A well qualified and experienced teacher to lead a department which makes a major contribution to our curriculum.

Social Science

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD.
Tel: 01-677 2431 or 01-769 7300.
Roll: 1000.
Head: R. W. Townsend
Required from September, Scale 1 teacher of Social Studies/Religious Education to join a popular and innovative department. The ability to teach Sociology to 'A' level, and an input to Lower School Humanities and world religions would be preferred. A temporary, one term appointment in one or more of these areas will also be considered. For further details please contact Mrs Joel, Head's Secretary, at the school.

FULHAM CROSS (SG)
Munster Road, SW6.
Tel: 01-381 0861.
Roll: approx 500.
Head: Miss J. M. Burroughs
Required September, 0.5 well qualified teacher (Scale 1) of Social Studies and prepared to teach some Religious Education (and/or History).

PLUMSTEAD MANOR (SG)
Old Mill Road, SE18 1QF.
Tel: 01-855 5011.
Roll: 1300.
Head: Mrs C. V. Berreen
Required September, Scale 2 Sociology. Well qualified and experienced teacher of Sociology to make major contribution to the organisation and development of examinations from years 4-7.

Special Education

Day Schools

ICKBURGH (SLD)
Ickburgh Road, Clapton, E5.
Tel: 01-806 4638.
Roll: 96 mixed 2-19 years.
Head: Mrs P. Williams
Required asap Scale 3 (S). Responsibility for developing individual programmes for children throughout the school. Management aspects and co-ordination of reports, records and statements. Substantial teaching requirement.

NATHANIEL HECKFORD (EBD)
226 Cable Street, E1 0BL.
Tel: 01-790 5918.
Roll: 50 (max).
Acting Head: Mr A. M. Finch
Required asap Scale 2 (S) to develop life skills and social skills throughout the school, plus take a large responsibility for developing a leavers' programme and establishing college/careers/mainstream links.

Other Appointments

JOHN RUSKIN (JM) (Language Unit)
John Ruskin Street, SE5.
Tel. 01-703 2587
Head: F. Comber
Teacher's Scale 1 + SSA. 3 class Language delay unit. Good primary experience, plus knowledge of special education needs. Classroom support from Speech Therapist, and Nursery Nurse.

SIR THOMAS ABNEY (JM&I) (Language Unit)
Fairholt Road, N16.
Tel. 01-809 4842.
Roll: 20.
Required asap. Teacher Scale 1 + SSA. Most pupils will show considerable impairment in receptive and/or expressive language and/or articulation. Pupils will not however have significant hearing loss or physical disability, any emotional/behavioural problems will be secondary. A well founded grasp of the various approaches necessary when working with language handicapped children, as well as primary teaching experience would be helpful. Application forms and further details available from PER/PS5, Room 62, County Hall, SE1 7PB.
Please enclose sae.

SOUTHFIELDS (SM)
333 Merton Road, SW18 5JU.
Tel: 01-870 0171.
Roll: 1300 inc. Partially Hearing Unit. Head: Mr Roger Wood
Required September or asap. Qualified and experienced teacher of the hearing impaired to be responsible for speech and language in this PHU attached to a comprehensive school. Scale 2 + SSA. Further information from Jane Bowles, Teacher in Charge, PHU.

INDIVIDUAL TUITION CENTRE
Division 4 Hackney, Fleetwood Building, Stoke Newington High Street, N16. Tel: 01-928 4824.
Organiser of Individual Tuition Service: Elizabeth Martin.
Required from September, Scale 4 Teacher in Charge, with appropriate experience including work with disturbed pupils of secondary age and all abilities up to exam level. Proven organisational and management skills essential. Contact Elizabeth Martin for further details. Application forms from and returnable to: PER/PS5F, Room 62, The County Hall, SE1 7PB.
Tel: 01-633 7084/7071.

Other Appointments

AFRO CARIBBEAN RESOURCE CENTRE
Temporary one year post available from September 1987. The post involves liaison between the project and Infant Schools and is currently graded Burnham Equivalent Scale 3. Application form and further details available from PER/PS3(c), Room 70, The County Hall, London SE1 7PB.

Scale 1 Supply Teachers

There are currently opportunities available in some 1,050 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Teaching Staff section at the undermentioned Divisional Offices, who will be pleased to hear from you:

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0190
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-802 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1288
Special Schools — all areas	01-633 7071
Greenwich	01-855 3161

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
EARLS HIGH SCHOOL
Furnace Lane, Halesowen, West Midlands B63 3SL
(11-16 co-ed. comp. Group 10)

Required September, 1987 TEACHER of HUMANITIES/ENGLISH (Scale 1) for one year contract. New entrants would be particularly welcome. Examination available if desired.

Details/Application forms from and returnable to Headteacher by 15th July. (Tel: 021-550 1001). (41285) 132222

ESSEX
ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, Essex IG1 4QS
Tel: 01-554 1995
Head: Miss P. Dixon, B.A. Hons.

Required from September 1987 a qualified teacher of ECONOMICS (Part-time 0.6) Scale I with OUTER LONDON ALLOWANCE for this independent girls' grammar school (400 on roll) owned by the Ursulines of the Roman Union. Economics is taught as an option from Year 4 and enjoys good support.

Interested teachers should apply immediately by letter to the Head at the school giving full details of courses followed, teaching experience and the names and addresses of two referees. (38427) 132222

GLOUCESTERSHIRE
COUNTY COUNCIL
LAKERS SCHOOL
Berry Hill, Coleford, Gloucestershire
CO-ED 11-16

Required, from September 1st 1987, a Scale 1 Assistant Teacher to join a very active Business and Information Studies section of the Humanities Faculty. Ability in Keyboarding/Word Processing, Typing and Office Practice essential. Willingness to develop further into the field of Business Education would be an advantage.

Apply in writing to the Headmaster at the School, giving the names and addresses of two referees.

Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the community. (38273) 132222

HAMPSHIRE
ST. VINCENT SCHOOL
Mill Lane, Gosport, Hants PO12 4QA
11-16 mixed Comprehensive
Required September Scale 1 teacher of BUSINESS & INFORMATION STUDIES.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster s.a.e. please, as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38738) 132222

HERTFORDSHIRE
MARGARET DANE SCHOOL
Parsonage Lane, Bishops Stortford CM23 5BD
Tel: B.S. 55936
(600 All ability girls 11-18)
Attractive location midway between London and Cambridge
Required September 1987 for one year, Teacher of A level Economics with Geography to join lively forward looking department. Permanent post may become available.
Applications by letter with c.v. to the Head from whom further details are available. (11920) 132222

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, IW PO31 8HB
Age range 13-18 years, 1034 on roll, Group 11
Required for September 1987, a well-qualified TEACHER OF ECONOMICS/BUSINESS STUDIES (Scale 1) to help establish a Business Studies area in which British Industrial Studies and Advanced Industrial Studies and Trade Services and Distribution are already established. Please state other subjects offered. TVEI appointment.
A scheme of Relocation Expenses is operative.
Application forms and further details available from the Headteacher at the School, to whom completed forms should be returned by 15th July, 1987 (SAE please). (11177) 132222

LONDON W12
BURLINGTON DANES SCHOOL
Wood Lane, London W12 0HE
Tel: 01-743 2182
Voluntary Aided C. of E. S.M.
Roll 1,080
Required from September 1987, a lively and enthusiastic teacher of Business Studies (Scale 1) to take an active role in a rapidly developing department. The successful applicant will be expected to teach Business Studies in the 3rd, 4th, 5th and 6th years and to assist in the development of the established CPVE course in the sixth form.
Letters of application enclosing full c.v. and the names of two referees should be sent to the Headteacher as soon as possible. Applicants should be in sympathy with the Christian aims of the school. (11402) 132222

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS SCHOOL
Oxford Road, Thame OX9 2AQ
11-18 Mixed Comprehensive, Roll 1850 in three federal schools (250 in 6th Form)
Required for September 1987, full and/or part time teachers of Business Studies to join a well-equipped Department which has recently introduced new courses.
Application forms and further details available from the Principal on receipt of foolscap SAE.
An Equal Opportunity Employer. (11419) 132222

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton OX7 5DY
Group 11, Roll 940
Required for September 1987, a permanent full time teacher (or two part-time teachers) for Economics and Business Studies at this rural 11-18 comprehensive in the north Cotswolds. The Department is well equipped and progressive preparing candidates for GCSE and A level.
Apply by phone (Chipping Norton 2007) for further details and an application form.
An Equal Opportunity Employer. (11418) 132222

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
SPURLEY HEY COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 504 on roll
Required for September, 1987
ASSISTANT TEACHER - SCALE 1 or 2
Required for Business Information Studies, Scale 1 or 2 depending upon experience to develop the subject within the L.E.A. T.V.E.I. Extension Project, B.I. Courses from an essential part of the curriculum.
Closing date: as soon as possible.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LN. Tel: Rotherham 365537 from whom further information can be obtained.
G. Crane, Director of Personnel Resources. (11127) 132222

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
MALTBY COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1390 on roll. Approx. 149 in 6th form
Required for September, 1987
ASSISTANT TEACHER - SCALE 1
Required for Business Studies, to join a progressive, well-equipped department offering the Hampshire B.I.S., G.C.S.E. Keyboard Skills, C.P.V.E., 'A' level Economics and Accounts.
Closing date: As soon as possible.
Curriculum vitae and, details of two persons for reference to the Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AB. Tel: Rotherham 812864 from whom further information can be obtained.
G. Crane, Director of Personnel Resources. (11131) 132222

SANDWELL
METROPOLITAN BOROUGH COUNCIL
CHURCHFIELDS HIGH SCHOOL
(11-18 Comprehensive)
Required September 1987.
TEACHER OF TYPEWRITING, WORD PROCESSING AND INFORMATION TECHNOLOGY to join business and computer studies department. Scale 1 post.
Courses leading to 'A' level, GCSE, CPVE, Pitman and RSA. Well equipped facilities, commitment to multi-cultural and community education. Scale 2 available for suitable applicant.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Church Vale, West Bromwich, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (41300) 132222

STOCKPORT
Required from 1st September 1987 or as soon as possible thereafter
TEACHER - BUSINESS EDUCATION
Scale 1 Ref: 3179
BRAMHALL HIGH SCHOOL
Seal Road, Bramhall, Stockport SK7 2JT
Tel: 061-439 8045
A suitably qualified and experienced techer required to teach Business Education in Years 4, 5 and 6 including Business Information System at G.C.S.E. in a thriving Department.
Please phone 061-439 8045 or send for details before applying by letter to the Headteacher at the school.
Stockport is An Equal Opportunities Employer. (38277) 132222

SURREY
EDUCATION COMMITTEE
BISHOP DAVID BROWN SCHOOL
Sheerwater, Woking GU21 5RF
(12-16 mixed comprehensive, NOR 690).
Teacher of COMMERCE (Economics) and BUSINESS INFORMATION STUDIES required in September. This is a full-time, temporary appointment. (Scale 2) during the maternity leave of the teacher of these subjects. The school will have a new BIS Room in September and the subject will be taught to GCSE level. The Commerce is also to GCSE level.
Application forms and further details from the Headmistress at the school. Tel: Byfleet 49696. (11150) 132222

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex TW15 3DU
12-16 Mixed Comp. ENOR 1176
For September 1987 a Scale 1 Teacher Tutor of BUSINESS STUDIES for this newly reorganised secondary school due to open in September.
Further details and application forms from the Headteacher: Tel: Ashford 243824. (11153) 132222

SUTTON
LONDON BOROUGH OF SUTTON
CHEAM HIGH SCHOOL
Chatsworth, Cheam, Surrey SM3 8PW
Tel: 01-644 5790
BUSINESS STUDIES - SCALE 1
Required for September 1987, an enthusiastic teacher of Business Studies to join a progressive and well equipped department. Department facilities include a large number of electronic typewriters, an internal telephone switchboard and telex. Courses include use of the Nimbus WP network.
In this TVEI pilot school, the successful applicant would have the opportunity to teach modules Business Studies (SEO) as well as contribute towards the teaching of Typewriting, Pitman 2000 shorthand, Commerce and Office Practice in a popular Sixth Form course. There is also scope for curriculum development under the auspices of TVEI.
Letter of application with c.v. and names and addresses of two referees to The Headteacher of the School.
An Equal Opportunity Employer. (38498) 132222

BMB
BOLTON METROPOLITAN BOROUGH
(AN EQUAL OPPORTUNITY EMPLOYER)
The following posts are required from 1/9/87 unless otherwise stated.

NORTH BOLTON SIXTH FORM COLLEGE, SMITHILLS DEAN ROAD, BOLTON BL1 6JT
E.S.L. — SCALE 1 with prevocational education.

THORNLEIGH SALESIAN R.C. (11-18) COLLEGE, SHARPLES PARK, BOLTON BL1 6PQ
OFFICE SKILLS — SCALE 1
MATHS. SCALE 1 — Temporary post from 1/9/87 until 31/12/87

WESTHOUGHTON HIGH SCHOOL (11-18) BOLTON ROAD WESTHOUGHTON, BOLTON BL5 3BZ
HISTORY/GEOGRAPHY/ECONOMICS — SCALE 1 — 2 posts with some 'A' level work available, Ability to teach R.E. an advantage — Closing date 13/7/87.
MUSIC/DRAMA — SCALE 1 — Closing date 13/7/87.

SMITHILLS SCHOOL (11-16) SMITHILLS DEAN ROAD BOLTON BL1 6JS
ENGLISH SCALE 1 — Further details available.

CANON SLADE SCHOOL (11-18) BRADSHAW BROW BOLTON BL2 3BP
SCALE 1 — ECONOMICS to 'A' Level with Geography to G.C.S.E.
SCALE 1 — CLASSICS with ENGLISH

ST JOSEPH'S R.C. (11-16) CHORLEY NEW ROAD HORWICH, BOLTON BL6 6HW
HISTORY — SCALE 1 — Temporary full-time post required from 1/9/87 or as soon as possible thereafter during the illness of a permanent member of staff.
HOME ECONOMICS — SCALE 1 — From 1/9/87 or as soon as posible thereafter. Further details available.

Applications for the above posts obtainable from the Director of Education and Arts, (Tel. 22311 Ext. 2113), Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to the Head Teacher at the school by 19 July 1987 unless otherwise stated. [illegible] (02563)

English

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SHARNBROOK UPPER SCHOOL
Odell Road, Sharnbrook, Bedforshire
Tel: Bedford (234) 782211
Required for January 1988, a Head of English and Communications Studies. Scale 4.
The successful candidate will lead a team of 7 teachers and develop existing courses for G.C.S.E. Language and Literature, C.P.V.E., advanced/special and advanced-level.
Application forms and further details from the Headmaster, sae please.
Bedfordshire is an Equal Opportunities Employer. (11042) 132418

HAMPSHIRE
THE HURST COMMUNITY SCHOOL
Brimpton Road, Baughurst, Basingstoke RG26 5NL
11-16 Mixed Community Comprehensive.
N.O.R. 1100
Required January 1988.
Basic Scale. £3,000 Allowance.
Head of English to Co-ordinate and lead the work of a successful department in courses to G.C.S.E. level.
Letter of application to Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38751) 132418

Scale 2 Posts and above

ESSEX
BUCKHURST HILL. CO. HIGH SCHOOL
Roding Lane, Chigwell
Tel: 01-500 2738
(Roll-650)
ENGLISH TEACHER Scale 2
Required as soon as possible.
Energetic person willing to make a substantial contribution to the development of a forward looking department.
Further details and application form from Headteacher. (38298) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
SOUTHFIELDS SCHOOL
See ad under Speech and Drama, Scale 2. (11307) 132420

STAFFORDSHIRE
GLASCOTE COMPREHENSIVE SCHOOL
Silver Link Road, Tamworth B77 2EA
Teacher of ENGLISH (Scale 3) required for September 1987 to be second in Department in this 11-18 school which opened in 1980 and enjoys excellent facilities.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40758) 132420

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in September 1987, a graduate to teach ENGLISH, in the first instance to GCSE. Interest and/or experience in drama would be an advantage. The department has a long-standing commitment to internally assessed courses, and sympathy with this approach to GCSE is desirable. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, hockey and cricket will be an advantage.
Salary: 'Baker' plus, Scale 2 equivalent available for suitably qualified and experienced person.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent to the Headmaster (English), The Royal Grammar School, High Street, Guildford GU1 3BB. (38122) 132420

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Tel: Bristol (0272) 773661
(Mixed Comprehensive 60 Acre Site)
Please see under Speech & Drama, Scale 1. (11105) 132422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead
NOR: 945
Required September 1987, a teacher of English (Scale 1) in this 6 fe co-educational 11-18 comprehensive school to teach to at least GCSE level. Interest and experience in teaching of Drama an advantage but not essential.
Please apply immediately to Headteacher with c.v. or equivalent information and naming two referees. No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (11229) 132422

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BRUDENELL SCHOOL
Stanley Hill, Amersham, Bucks.
Tel: Amersham 6562
Headteacher: Mrs M. Stephenson, M.A.
Required for September 1987 full time teacher of English. An interest in accepting responsibility for the Library would be an advantage. Applications from teachers seeking a first appointment would be welcomed. This is a temporary post for 1 year initially to cover maternity leave.
Please apply in writing to the Headteacher at the school with full details of experience and the names of 2 referees. (11546) 132422

CLEVELAND
COUNTY COUNCIL
An equal opportunities employer
WEST REDCAR SCHOOL
SCALE 1 ENGLISH
Required for September, 1987, a qualified teacher of English to work in the Language faculty of this new school. An interest in special needs would be an advantage.
Application forms and further details obtainable from and returnable to the Head Teacher Designate, c/o Saltscar School, Corporation Road, Redcar, Cleveland TS10 1HA (Tel: Redcar 484997) by 13th July, 1987.
Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases. (11579) 132422

CLWYD
CYNGOR SIR CLWYD
YSGOL MAES GARMON
Yr Wyddgrug
(4801)
(11-18, nifer y disgyblion 840)
Pennaeth - H.M. Lewis, B.A.
SAESNEG, GRADDFA 1
(Apwyntiad am un flwyddyn)
Gwahoddir ceisiadau am swydd Athro/Athrawes yn yr Adran Saesneg erbyn 1af Medi 1987. Disgwylir i'r ymgeisydd llwyddiannus fod yn berchen Gradd Anrhydedd yn y pwnc. Bydd yn gyfrifol am ddysgu'r pwnc drwy'r ysgol i ddisgyblion o bob oedran a gallu.
Bydd cyfle i gyfrannu tuag at amrywiaeth o gyrsiau, e.e. TGAU, Safon Uwch, Mydylau Cyfathrebu a TAFA.
Ceisiadau trwy llythyr cais (gyda 'curriculum vitae' llawn) i'r Prifathro gyda enwau a chyfeiriadau tri pherson y gellir cyfeirio atynt.
Keith Evans, Cyfarwyddwr Addysg. (40749) 132422

DUDLEY
EARLS HIGH SCHOOL
TEACHER OF HUMANITIES/ENGLISH SCALE 1
See under Humanities, Scale 1 (38702) 132422

ESSEX
ALEC HUNTER HIGH SCHOOL
Stubbs Lane, Braintree
Tel: 0376 21813
(Roll-1135)
TEMPORARY TEACHER OF ENGLISH Scale 1
Required September 1987. To cover maternity leave. Single-site school, [illegible] Essex, easy reach of London.
Applications with curriculum vitae and names of two referees to the Headmaster as soon as possible.

LAINDON SCHOOL
High Road, Laindon SS15 6DD
Tel: Basildon 45871
(Roll-1005)
ENGLISH TEACHER WITH SPECIAL INTERESTS IN DRAMA Scale 1
Removal and relocation expenses of around £4,000 are available for those who qualify.
Letters plus c.v. and names of two referees to Headmaster (foolscap s.a.e.). (38299) 132422

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road
Cove, Hampshire GU14 8SS
(Mixed Comprehensive 11-16)
N.O.R. 705
Required for September 1987.
Scale 1 post.
Teacher of English.
Closing date 17th July 1987.
Please apply to the Headmaster, by letter enclosing s.a.e. for application form/details.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38744) 132422

HARINGEY
GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham London N15 6TJ
Tel: 01-800 0884
11 - 18 Years, Co-educational Comprehensive Community School situated on one site Roll 1100 of whom 90 students are in the Sixth Form.
Headteacher: Helen Mernet
REQUIRED FOR SEPTEMBER 1987 - SCALE 1 TEACHER OF ENGLISH.
English is taught in mixed ability groups throughout and offers 100% coursework examination at G.C.S.E. The department has its own suite of newly equipped specialist English rooms and is well resourced.
We are looking for a teacher who would enjoy working in a team, developing materials and teaching strategies.
The post is suitable for a new entrant to the profession. Social Priority Allowance £276.
A Job Description and form of application are obtainable from the Headteacher, to whom completed applications should be returned by 17th July 1987.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, [illegible] or any disability you may have. (11530) 132422

HAVERING
(LONDON BOROUGH OF HAVERING)
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 59811
Headteacher: A.W. Grantham, B.Sc.
(Roll 791 Mixed)
Required for September 1987 or as soon as possible thereafter, Teacher of English, Scale 1, to teach mixed ability classes. Work will be mainly in the Lower School in the first instance. Ideal post for an energetic and supportive department for an experienced teacher or a new entrant to the profession. Ability to teach a second subject would be an asset.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (11511) 132422

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Carlton Road, Harpenden AL5 4TD
Group 10
Required immediately Assistant Teacher Scale 1 to teach English to 'A' level, together with French in the [illegible] School in this Voluntary Aided 11-18, Day and Boarding [illegible] ability school.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Applications with c.v. and names and addresses of [illegible] referees to the Acting Head, Mrs. J. Tate. s.a.e. please. (11513) 132422

HERTFORDSHIRE
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational, 930 pupils aged 11-18; 160 in Sixth Form)
Required for September [illegible] teacher of ENGLISH [illegible] to join a lively Faculty [illegible] successful candidate will [illegible] substantial contribution [illegible] First Year Integrated [illegible] course and to Third Year [illegible] English programme. Commitment to Team approach to [illegible] preparation and [illegible]
Additional allowance £309 p.a.
Application form [illegible]
Relocation [illegible] payable. (40744) 132422

SECONDARY ENGLISH
continued

HERTFORDSHIRE
MONK'S WALK SCHOOL
Knightsfield, Welwyn Garden City AL8 7NL
Tel: 332846
950 pupils: 11-18 mixed: all-ability
Required for September, 1987, an able and enthusiastic teacher of English and Religious Education (Scale 1). The English commitment, to GCSE level, will comprise approximately 65% of the teaching timetable. The Religious Education teaching, within the Humanities Faculty, will be to pupils in the Second and Third years.
A teacher is sought who is committed to teaching the full ability range in this popular school.
Fringe allowance of £309 p.a. payable.
Generous relocation expenses, including mortgage subsidy, to approved applicants.
Letters of application to the Headmaster as soon as possible, enclosing a c.v. and the names and addresses of two referees. (41293) 132422

HERTFORDSHIRE
SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City
Tel: 323367
Required for September, 1987, temporary for one year to cover secondment, a teacher of English, Scale 1, up to GCSE level.
Apply in writig to the Head at the school as soon as possible including full curriculum vitae and the names and addresses of 2 referees.
Fringe allowance of £309 p.a. payable.
Please telephone for any further details required. (38461) 132422

HERTFORDSHIRE
ST CLEMENT DANES SCHOOL
Chenies Road, Chorleywood
Roll: 940 mixed all ability, 150 in 6th form Voluntary Aided.
Required September, an enthusiastic and committed graduate teacher of ENGLISH to join a well resourced and successful department. A commitment to extra-curricular activities and the ethos of St Clement Danes School would be considered an advantage. Scale 1 London fringe allowance £309. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (11209) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
WYNDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone
Required for September 1987 or January 1988 an enthusiastic teacher of English Scale 1. Experience not essential.
Application by letter to the Head Teacher naming two referees. Further details available from the school (stamped addressed envelope please). (11308) 132422

OXFORDSHIRE
COUNTY COUNCIL
BARTHOLOMEW'S SCHOOL
Witney Road, Eynsham OX8 1FQ
11-18 Mixed Comprehensive, Roll 880.
Required for September 1987 for one year initially, a temporary teacher of English and Drama. A level English and Theatre Arts are offered in the Sixth Form, but candidates preparing to teach only - the 11-16 range welcome.
Application forms and further details available from the Headteacher (Tel: Oxford 881430) to be returned as soon as possible.
An Equal Opportunity Employer. (11416) 132422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
(11-16 Mixed Comprehensive - 1030 pupils)
TEACHER OF GEOGRAPHY WITH HISTORY OR ENGLISH
See our advertisement under Secondary - Scale 1 Posts for Geography. (38731) 132422

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
WENTWORTH HIGH SCHOOL
(Amalgamation of Ellesmere Park and Wentworth High Schools)
Wentworth Road, Eccles M30 [illegible]
(11-16 Mixed Comprehensive [illegible] on roll)
Required for September 1987 or as soon as possible thereafter [illegible] Scale 1 [illegible] Teacher of English and Drama.
Please send stamped addressed envelope for application form and further details to the Head Teacher, designate at Ellesmere Park High School, [illegible] Road, Eccles M30 [illegible] which should be returned [illegible] 132422

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ
Tel: 061-789 5359
11-16 Years Mixed Comprehensive
600 on roll - 4 form entry increasing to 5 form entry - 1989
Required from the 1st September or as soon as possible thereafter.
TEACHER OF ENGLISH, SCALE 1.
A well qualified and enthusiastic teacher of English is required to join an experienced faculty team. Excellent facilities in small school set in pleasant surroundings adjacent to the motorway network.
Forms of application and further details obtainable from the Headteacher of the school. Completed application forms should be returned to the school as soon as possible. (38561) 132422

STAFFORDSHIRE
THE RAWLETT SCHOOL
Comberford Road, Tamworth B79 9AA
Required for September, well, qualified teacher of ENGLISH (Scale 1) for this purpose-built Comprehensive School.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (40749) 132422

SURREY
EDUCATION COMMITTEE
FRANCE HILL SCHOOL
Watchetts Drive, Camberley GU15 2PQ
(12-18 mixed comprehensive, NOR 1250 (inc. 180 in 6th Form)
Required for September 1987, an ENGLISH Specialist, Scale 1, for one year during the absence of a teacher on secondment. The teacher appointed will be expected to teach at least to GCSE Level.
Further details and application form from the Headmaster Tel: Camberley 21233. (38768) 132422

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) SECONDARY SCHOOL
Manor Lane, Sunbury, Middlesex
12-16 Boys only Comp. 383 on roll
A well qualified graduate required for September 1987 to teach ENGLISH in a department committed to high standards. There is scope for development and initiative in the Department which is hoping to appoint a committed and imaginative teacher.
Apply in writing to the Headteacher enclosing a C.V.
Closing date 17th July 1987. (11253) 132422

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex
(12-16 Mixed Comp. E.N.O.R. 1176)
Required September 1987, a Scale 1 Teacher Tutor of ENGLISH for this newly reorganised secondary school due to open in September.
Details and application forms from the Headteacher. Tel: Ashford 243824. (11255) 132422

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington SM6 0PH
Tel: 01-647 2380
ENGLISH - SCALE 1
Required for September, an assistant in the English Department to teach to GCSE and Advanced Level.
Application to the Headteacher, with c.v. and names and addresses of two referees. (11157) 132422

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
SCALE 1
Required September, ENGLISH hons. graduate to join a large department in this well established 12 - 18 comprehensive school. Teaching the whole age and ability range is available for suitably qualified candidate.
Details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (38649) 132422

WEST SUSSEX
ST. PHILIP HOWARD R.C. HIGH SCHOOL
(Group 10, mixed Catholic comprehensive)
ENGLISH TEACHER
Required September 1987 well qualified teacher of English with an interest in educational drama and with the ability to teach a small amount of Religious Education.
There is the possibility of a promoted post for experienced candidates but applications will be welcomed from new entrants to the profession.
Application form and further details available from Headmaster, St. Philip Howard R.C. High School, Elm Grove South, Barnham, Bognor Regis, West Sussex, PO22 0EN. (foolscap s.a.e. please) Telephone enquiries welcome on Yapton 552035. (38698) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WOODCHURCH HIGH SCHOOL
Carr Bridge Road, Woodchurch, Birkenhead, Wirral L49 7NG
Tel: 051-677 4159/5257
Co-educational Comprehensive 11-18, 1260 on Roll
REQUIRED FOR SEPTEMBER 1987, A well qualified TEACHER OF ENGLISH SCALE 1. To become part of an excellent team of specialists serving this forward looking school. The position provides an opportunity for a first-post-seeker to gain wide and valuable experience but, naturally, all applications will be welcome. An interest in DRAMA is highly desirable.
Further details and application forms available from the Headmaster of the school (S.A.E. Please) to be returned by Monday 13th July, 1987. (11554) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
THE OLDERSHAW SCHOOL
Valkyrie Road, Wallasey, Wirral L45 4RJ
Co-educational Comprehensive 1100 pupils on roll, age range 11-18
REQUIRED FOR 1st SEPTEMBER 1987 ASSISTANT TEACHER OF ENGLISH - SCALE 1. To teach across the age and ability range up to examination level.
Please apply immediately by letter and with full curriculum vitae to the Headmaster. (11553) 132422

Geography

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
CALDER HIGH SCHOOL
Brier Hey lane, Mytholmroyd, Hebden Bridge HX7 5QN
Ref: EDS/3243
Required from August 1987 for one year only a temporary teacher of GEOGRAPHY/GEOLOGY (Scale 1) to 'A' level.
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned, quoting post reference number by 15th July 1987.
The Council is committed to being an equal opportunities employer and service provider. (38569) 132622

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
RIDDLESDOWN HIGH (M)
Honister Heights, Purley, Surrey CR2 1EX
Tel: 01-668 5136/8.
Assistant teacher required for September 1987 to teach some Fourth and Fifth Year Examination Geography, together with some lower school Geography, History and/or Religious Studies in this 11-16 mixed comprehensive school of 1100 pupils.
Part time teachers would be considered.
Salary: Scale 1.
Tenable: September 1987.
For application form and further details please contact the Headmaster, Mr B. Goss. (11091) 132622

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11024) 132622

DORSET
THE BUDMOUTH SCHOOL
Chickerell Road, Weymouth
(Age range 11-16 Co-educational Comprehenive)
Required from 1st September 1987 to 31st August 1988, Temporary Scale 1 teacher of Geography (please state second subject) and willingness to assist with games.
Apply by letter to Headmaster with CV and names and addresses of two referees by 10th July 1987. (11144) 132622

HAMPSHIRE
PORTCHESTER COMMUNITY SCHOOL
White Hart Lane, Portchester, Fareham, Hants PO16 9BD
11-16 mixed Comprehensive - 800 on roll
Required September Scale 1 full time teacher of GEOGRAPHY with Social Studies.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster s.a.e. please, as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38757) 132622

HAMPSHIRE
THE CONNAUGHT SCHOOL
Tongham Road
Aldershot, Hants GU12 4AS
N.O.R. 1200
(Comprehensive Mixed 11-16)
Required September 1987.
Scale 1 post.
Teacher of Geography.
Please apply as soon as possible to the Headteacher with letter of application nominating two referees and s.a.e. for application form/details.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38745) 132622

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL SCHOOL
Wragby Road, Lincoln LN2 4PN
Group 12 - Roll 1320
Ref: T628
READVERTISEMENT:
Required for September 1987, a teacher of Geography to join a strong Department. A facility to teach all abilities to 'A' level, together with knowledge of GCSE Syllabus D, would be valuable.
Application forms and further details available from the Headmaster at the School. (SAE please). Closing date 17 July 1987. Previous candidates remain in consideration. (38788) 132622

NORTH YORKSHIRE
HARROGATE GRANBY HIGH SCHOOL
Avondale Road, Harrogate, North Yorkshire HG1 4AR
11-18 Comprehensive serving the needs of Harrogate and district
Required for 1 September 1987, for one year, a GEOGRAPHY specialist, Scale 1, to teach throughout the school including GCSE.
The Geography Department is committed and enthusiastic and the subject is a popular choice at fourth and sixth form levels. Fieldwork is an integral part of examination courses and an interested willingness to participate in this area is an essential requirement.
Apply by letter, to Jonathan Edwards B.A. at the school enclosing a full curriculum vitae and the names, addresses and telephone numbers of two referees. (38283) 132622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
Tel: 01-943 0033
(11-16 Mixed Comprehensive - 1050 pupils)
Headmaster: J.R.W. Oliver, M.A.
Required for September 1987, teacher of GEOGRAPHY with HISTORY or ENGLISH, Scale 1 plus £795 Outer London Allowance. The school, which is in a very pleasant area with grounds extending to the bank of the Thames, is within easy reach of Central London.
The school is expanding rapidly.
Please apply immediately by letter to the Headmaster at the school, giving qualifications, experience and the name and telephone number of at least one referee. (38732) 132622

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
BUILE HILL HIGH SCHOOL
Eccles Old Road, Salford M6 8RD
(11-16 Mixed Comprehensive - 760 on roll).
Required for September 1987 or as soon as possible thereafter, teacher of GEOGRAPHY - SCALE 1 for a permanent appointment.
Please send stamped addressed envelope for application form and further details to the Head Teacher to whom completed applications should be returned as soon as possible. (38560) 132622

WAKEFIELD
Please see display advertisement on Page 50. (11164) 132622

WEST SUSSEX
ST. PHILIP HOWARD R.C. HIGH SCHOOL
Barnham.
(Group 10, mixed Catholic comprehensive)
GEOGRAPHY/P.E. TEACHER
Salary: Scale 1
Required September 1987, a well qualified teacher to teach Geography to examination level and Boys P.E.
Application form and further details available from Headteacher, St. Philip Howard R.C. High School, Elm Grove South, Barnham, Bognor Regis, West Sussex, PO22 0EN. (s.a.e. please). (38799) 132622

WEST SUSSEX
THE LITTLEHAMPTON COMMUNITY SCHOOL
TEACHER OF GEOGRAPHY
This mixed 11-18 Comprehensive School (1,750 on roll) requires for September Teacher of GEOGRAPHY, Scale 1, at a variety of levels including external examination work.
Please write to the Headmaster, The Littlehampton Community School, Littlehampton, West Sussex, giving relevant personal details and the names and addresses of two referees. (11002) 132622

History

Scale 2 Posts and above

CUMBRIA
MORTON SCHOOL
Wigton Road, Carlisle CA2 6LB
(County Comp. M 11-18 nor 1337)
Required for January, 1988, a scale 2 teacher of HISTORY to be second in the dept.
Application forms and further details from the Head, returnable by 11.9.87. (38287) 132820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SE19 1BL
Tel: Sandy 80598
Required for September 1987, for the academic year 1987/88 only in the first instance, a temporary teacher of History, scale one. Familiarity with S.C.H.P. welcome.
It is essential that a second subject is offered and qualifications to teach Girls P.E. would be a strong recommendation.
Application from part-time teachers will be considered.
Please apply immediately by letter to the Headmaster for an application form and further details, SAE please and giving the names and addresses of two referees and a full curriculum vitae.
Bedfordshire is an equal opportunities employer. (11424) 132822

BEDFORDSHIRE
EDUCATION SERVICE
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Beds.
Tel: 576561
Required for September 1987, a teacher of History, Scale 1 temporary for one term; to teach the subject across the full age and ability range.
Application forms available from and returnable to the Headmaster.
Bedfordshire is an Equal Opportunities Employer. (11041) 132822

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11028) 132822

DORSET
TWYNHAM COMPREHENSIVE SCHOOL
Sopers Lane, Christchurch BH23 1LJ
(age range 11-16)
Required September 1987 Temporary for one year, Scale 1 Teacher. Schools Council History Syllabus followed. Scale 2 for suitably qualified applicant.
Apply by letter with c.v. and names and addresses of two referees to the Headteacher by 15 July. (11142) 132822

BRENT EDUCATION
towards a better future
COME AND JOIN US

- a small friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

Secondary

ENGLISH/HISTORY TEACHER — Scale 1

ST. GREGORY'S RC HIGH SCHOOL, Donnington Road, Kenton, Harrow, Middx. HA3 0NB. Tel: 01-907 8828. (Roll: 995 Boys and Girls, 11–18 years).

Required from SEPTEMBER 1987 —
ENGLISH/HISTORY TEACHER (Scale 1). In this mixed comprehensive school a qualified teacher to assist in the English and History Department is needed. Ability to teach to examination level in one of these subjects an advantage.

APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

To the Head Teacher of St. Gregory's RC High School
I am interested in the post of English/History Teacher.
Please send me further information.
Name: ____________
Address: ____________

SECONDARY HISTORY
continued

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

ELLOWES HALL SCHOOL
Stickley Lane, Lower Gornal, West Midlands DY3 2JH

(12-18 co-ed. comp. Group 11)

Required September, 1987 TEACHER of HISTORY (Scale 1) for progressive department. Knowledge of Schools Council History an advantage.

Details of post and application form available from Headteacher (Sedgley 4581 or 78364) to be returned WITHOUT DELAY. (41288) 132822

HERTFORDSHIRE
TRING SCHOOL
Mortimer Hill, Tring, Herts.
Tel: Tring 2303
Mixed Church of England (Voluntary Controlled, all-ability school, age range 11-18 years; 1,000+ on roll; 100+ in 6th Form
Required for September 1987: an enthusiastic teacher of HISTORY, Scale 1. Second subject R.E., ENGLISH or MODERN LANGUAGES will be needed.
Apply by letter direct to the Headmaster at the school including a curriculum vitae and the names of two referees.
Relocation expenses may be payable. (38482) 132822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

TEDDINGTON SCHOOL

(11-16 Mixed Comprehensive - 1030 pupils)

TEACHER OF GEOGRAPHY WITH HISTORY OR ENGLISH

See our advertisement under Secondary - Scale 1 posts for Geography. (38730) 132822

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HOLLY LODGE HIGH SCHOOL

(11-16 Comprehensive)

HISTORY - Scale 1

A teacher with enthusiasm for world history especially Asian/Afro Caribbean elements would be particularly welcome.

Apply by letter stating full curriculum vitae and the names and addresses of two referees to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands. Closing date 13th July 1987. (38572) 132822

STAFFORDSHIRE
NEW APPOINTMENTS IN PRIMARY SCHOOLS, 1987
A limited number of primary vacancies are still available in the County pool. Previous applicants MUST re-apply.
Application forms obtainable from and returnable to the Chief Education Officer (Teachers Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.)
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (40748) 132822

STAFFORDSHIRE
THE BLAKE SCHOOL
Marston Road, Hednesford, Cannock WS12 4JH
Required for September, 1987 an enthusiastic graduate teacher of HISTORY (Scale 1) to teach the subject throughout the age and ability range in this 11-18 comprehensive school. The post offers an exciting opportunity to teach in a large and progressive Humanities Department where an interest in Economics would be an advantage.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (40747) 132822

Home Economics

Heads of Department

HARINGEY
HIGHGATE WOOD SCHOOL
Montenotte Road, Hornsey, London N8 8RN
Tel: 340-1771, 348-2627
Group 11 Mixed Comprehensive 11 - 18
1060 pupils - 100 in 6th Form
Head: James M. Smith, M.A.
Application forms and further details of the following post (s.a.e. please) are available from the Head of the School, to whom completed forms should be returned by 13th July 1987.
HEAD OF HOME ECONOMICS - SCALE 3
A well-qualified and experienced Home Economist is sought to lead the Department which also offers courses in Child Development and forms part of the Creative Studies Faculty.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (11529) 133018

Scale 2 Posts and above

NORTH YORKSHIRE
LOWFIELD SCHOOL
Dijon Avenue, Acomb, York YO2 3DD
(Number on roll 780)
Required for September 1987 or January 1988.
HOME ECONOMICS TEACHER, Scale 2, second in department. To take responsibility for Textiles throughout the school up to to GCSE level.
To teach Food and Textiles to mixed groups in years 1, 2 and 3, and should also be able to offer Home Economics and/or Child Care and Development up to GCSE.
Applications, in writing, to the Head Teacher at the school including c.v. and the names and addresses of two referees by 13th July 1987. (38280) 133020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
PARSLOES MANOR COMPREHENSIVE SCHOOL
Parsloes Avenue, Dagenham, Essex
Required for September 1987:
Assistant teacher of Home Economics to join a well resourced department. Ability to assist with Childcare an advantage but not essential. Scale 1 plus £1,215 per annum Inner London Allowance. Social Schools' Allowance payable.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (11115) 133022

CUMRIA
QUEEN ELIZABETH GRAMMAR SCHOOL
Ullswater Road, Penrith CA11 7EG
(VC ND comp mixed 13-18 nor 650 inc. 200 in VI form)
Required for September 1987, a Scale 1 HOME ECONOMICS teacher with an interest in personal and social education to teach at all levels throughout the school, up to 'A' level.
Letters of application with CV and names of 2 referees to the Head by 10.7.87. (11244) 133022

EAST SUSSEX
THOMAS PEACOCKE SCHOOL
The Grove, Rye TN31 7NQ
Comprehensive mixed, 11-18.
Roll: 1120
From September: Teacher of Home Economics (Scale 1) to join a large department responsible for Home Economics and Fabrics. Teaching all age groups to GCSE and 'A' level.
Relocation grants in approved cases.
Application forms and further information (sae please) from the Headmaster. (38586) 133022

HARINGEY
ST THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, London N22 5HN
Tel: 01-888 7122
Roll: 1070 boys and girls
Headmaster: Mr. P. T. Fox, B.A.
HOME ECONOMICS (Scale 1)
A well qualified teacher of Home Economics is required for January 1988 or earlier. This is a new post in a growing department. Courses are offered to all levels. Child development is also prominent at option level. The department is involved in many developments.
Application form and further details are available from the Headmaster at the school. Completed forms should be returned to him by Friday 17th July 1987.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (11527) 133022

HARINGEY
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, Crouch End, London N8 9JF
Tel: 01-348 6191
Headteacher: Linda Powell
HOME ECONOMICS - Scale 1 (Part-time 0.6 post)
Required for September 1987 to join a lively developing department. Home Economics is taught across the whole age and ability range from years 1-6.
It forms part of the common curriculum in years 1 to 3 and is a popular option in year 4.
Further details and an application form can be obtained from the Headteacher, to whom they should be returned by 17 July 1987.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (38758) 133022

HARROW
EDUCATION COMMITTEE

PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore

Tel: 952 2803

HOME ECONOMICS - Scale 1 - part-time appointment (2½ days per week) required for this 7/8 F.E. co-educational comprehensive high school (12-16 years) situated in a pleasant residential area. Applicants should be able to teach across the range of Home Economics subjects but a deep knowledge of food studies is not essential. This is an opportunity to work in a well equipped and enthusiastic department.

Outer London Allowance Payable.

Application forms from and to be returned to Headmaster by 14th July. Please enclose stamped addressed envelope.

Harrow is an equal opportunities employer. (38776) 133022

HAVERING
LONDON BOROUGH OF HAVERING
HAROLD HILL COMMUNITY SCHOOL
Appleby Drive, Romford RM3 7JX
Tel: Ingrebourne 71331
Principal: Peter Maher
(Roll 1200 Mixed)
Required for September 1987 for this recently established 11-16 Community School, scale 1 teacher of Home Economics. Ability to offer child development and textiles would be an advantage. Community School experience would be useful but is not essential. Application for first appointments considered.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Principal as soon as possible. (11512) 133022

HERTFORDSHIRE
MONK'S WALK SCHOOL
Knightsfield, Welwyn Garden City AL8 7NL
Tel: 322846
950 Pupils 11-18 mixed: all-ability.
Required for September, 1987, an able and enthusiastic teacher of Art and HOME ECONOMICS (Scale 1).
See under Secondary Art Scale 1. (11076) 133022

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.
Unless otherwise stated the following are required for 1st September, 1987 and the closing date is 16th July, 1987.

Forms/further details from/to the Headteacher at the school (SAE please).

COUNTY SECONDARY SCHOOL

BLACKBURN WITTON PARK COUNTY HIGH
Buncer Lane, Blackburn (1100 on Roll, mixed 11-16) (TWO POSTS)
SCALE 1 — BUSINESS STUDIES — within the faculty of Information Technology
SCALE 1 — SCIENCE — Ability to offer Chemistry to GCSE level

VOLUNTARY AIDED SCHOOLS
In which governors are the Employers

FLEETWOOD CARDINAL ALLEN RC HIGH (Aided)
Melbourne Avenue, Fleetwood (752 on Roll)
1st September, or as soon as possible
SCALE 1 — POTTERY

BLACKBURN ST WILFRID'S CE HIGH (Aided)
Shakespeare Street, Blackburn (1458 on Roll, mixed 11-18)
SCALE 1 — BUSINESS STUDIES — To work in the Information Technology Department [illegible]

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt, Herts. EN7 5QW
(Number on roll 920, including 140 in Sixth Forms)
Required for September at this 5 f.e. co-educational school.
TEACHER OF HOME ECONOMICS,
throughout the school to G.C.S.E. (3 - 4 groups annually) and A Level (1 group annually). Three well-equipped rooms in Art & Craft Block.
Salary: Burnham Scale 1 plus London Fringe.
Letters of application (no forms), with curriculum vitae and names of two referees, to Headmaster, from whom further information is available (s.a.e. please). The Authority operates a generous recruitment incentive scheme. (11204) 133022

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Crosland Road, Grimsby DN37 9EH
Required for September 1987, a TEACHER OF FRENCH SCALE 1, to teach pupils across the whole age and ability range. A willingness to teach a second language would be much appreciated.
Application forms are obtainable from the Divisional Education Office, Eleanor Street, Grimsby DN32 9DU (on receipt of s.a.e) to whom completed forms should be returned by 13th July 1987.
Humberside County Council - working towards Equal Opportunities. (38669) 133022

NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

BROADLAND HIGH SCHOOL
Tunstead Road, Hoveton, Norwich NR12 8QN

Group 9, NOR 550, 11-16 all ability mixed

Required for September 1987, Scale 1 Teacher of Textiles and childcare, with some home economics.

Letters of application with c.v. to the Headteacher Mr G.R. Scott, at the school. Closing date 13th July 1987. (11009) 133022

STAFFORDSHIRE
GLASCOTE COMPREHENSIVE SCHOOL
Silver Link Road, Tamworth B77 2EA
Required for September for this 11-18 school which opened in 1980 and enjoys excellent, modern facilities: teacher of HOME ECONOMICS (Scale 1).
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

KING EDWARD VI SCHOOL
Upper St. John Street, Lichfield WS14 9EE
Required for September, 1987 a teacher of HOME ECONOMICS (Scale 1) in this 11-18 Comprehensive School. An ability to teach some Music would be an advantage but is not essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (40750) 133022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CHADWELL HEALTH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RS

Tel: 599 2600/6283

Headteacher: Mrs D. Watkins, B.Ed.

Required for: September 1987:

Required as soon as possible for this 6th Form entry 11-18 mixed comprehensive school, a part-time teacher (0.8) to join the Home Economics Department. Courses offered to examination level include Food and Nutrition, Child Development and Textile Crafts. TVEI school.

The post is on Scale 1 (pro rata).

Please apply immediately in writing direct to the Headteacher at the school, giving full details of qualifications and experience (if any) and the names, addresses and telephone numbers of 2 professional referees.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (11174) 133022

WALSALL
METROPOLITAN BOROUGH COUNCIL

TEACHER OF HOME ECONOMICS AND FOOD TECHNOLOGY
Scale 1

Required September, 1987, to join this successful T.V.E.I. department, offering work to GCSE level. This is a permanent post created by the T.V.E.I. project.

Application forms and further details available on receipt of an S.A.E. from the Headteacher, Pool Hayes Community School, Castle Drive, Willenhall, West Midlands.

Closing Date: 15th July, 1987.

Walsall is an Equal Opportunity Employer. (38700) 133022

Humanities

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18.
Roll 950
Required September 1987, suitably qualified and enthusiastic teacher to join the thriving and forward-looking faculty of Personal, Social and Community Education.
The successful candidate will be expected to teach INTEGRATED HUMANITIES which by 1988 will be a core subject for all pupils (11-16). Strong primary, community and industry links have been established.
A willingness to contribute to GIRLS' PHYSICAL EDUCATION would be an advantage.
This permanent Scale 1 post offers ample opportunity for professional development and would be ideally suited to a new entrant to the profession.
London Allowance, £795.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher at the School.
Closing date 15th July 1987.
An equal opportunity employer. (11516) 133222

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, Manor Park, London E12 6ET
Head Teacher: Mr. S.I. Ezra
Number on roll: 1150 mixed (inc. 115 in the 6th Form)
HUMANITIES TEACHER (Temporary - 1 year)
Scale 1
Required September 1987. A qualified temporary (1 year) Humanities teacher Scale 1 for this multi-cultural mixed comprehensive. The teacher will be expected to teach Geography in the main and some History in the Lower School. An ability to teach Social Studies in the Upper School will be an advantage.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher/Director of Education to whom completed forms should be returned by 14 July 1987. Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITIES AUTHORITY. (38711) 133222

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
WALKDEN HIGH SCHOOL
Birch Road, Walkden, Worsley M28 5FJ
(11-16 Mixed Comprehensive - 880 on Roll)
Teacher of Humanities (History Specialist with subsidiary Geography) required for a permanent appointment from September 1987 or as soon as possible thereafter. Salary Scale 1.
(Please telephone the Head Teacher (061-799 5595), in the first instance for further details. (38558) 133222

Mathematics

Heads of Department

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

CRADLEY HIGH SCHOOL
Homer Hill, Halesowen, West Midlands B63 2UP

(11-16 co-ed. comp. Group 9)

Required January, 1988 experienced graduate teacher for post of HEAD OF MATHEMATICS (Scale 4) in this newly built comprehensive school. Department operates the SMP programme. Commitment to a team approach to management and to developing positive links with the community is essential. The school and the L.E.A. give high priority to professional development. Vacancy arises from promotion to Deputy Headship.

Details/Application forms from and returnable to Headteacher (Cradley Heath 66444) by 17th July. (41286) 133416

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HUNSLEY SCHOOL
Melton, North Ferriby HU14 3HS
Required for January 1988, a HEAD OF MATHEMATICS Scale 4, with good academic qualifications and substantial administrative experience at departmental level. The successful candidate should have experience and commitment as teacher Further Mathematics for Oxbridge entrance examinations, and mixed ability teaching and SMP Mathematics are also essential.
Application forms and further details are available from the Head of the School (sae please) to whom completed forms should be returned by 13th July 1987.
Humberside County Council - working towards equal opportunities. (38671) 133411

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, London N12 7NJ
Tel: 01-446-2256
V.A. Girls' 3-form entry. Roll 600 Sixth form 145.
Required September 1987, a graduate MATHEMATICS (Scale 1/2) to join a forward-looking department. The course for years 1 - 5 is SMP 11-16 National Curriculum Project.
The subject is very popular in the Sixth Form where the girls follow either the AEB Pure Mathematics and Statistics Course or the SMP 'A' level course. Some also pursue the SMP Further Mathematics Course. There would be opportunity for the successful candidate to teach at all levels.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (11514) 133420

HARINGEY
FORTISMERE SCHOOL
Muswell Hill, London N10 1NE
A large, mixed comprehensive school in modern buildings on a twenty acre site with pupils of all abilities, including 300 students in the sixth form.
Required for January 1988 (or sooner by arrangement).
TEACHER OF MATHEMATICS - SCALE 2.
The Mathematics department in the school offers a wide range of successful and developing courses. In Years 1-3 pupils are following individualised learning schemes and LEAG GCSE is offered in the 4th and 5th Year. Courses in the Sixth Form include CPVE Numeracy, GCSE, GCSE (Mature), CEE and 'A' level including Mathematics with Statistics, Mathematics with Mechanics and Further Mathematics.
The person appointed would be expected to teach across the whole age and ability range. The current postholder has been responsible for assessment and profiling, but this could be negotiated following Department appointment. An ability to teach statistics in the Sixth Form would be an advantage. The post could be offered as a Scale one, to suitably qualified teachers seeking a first appointment.
Application forms, job description and other details are available from the Head teacher. Completed application forms should be returned to the school with a professional testimonial as soon as possible and not later than Friday 17th July.
Shortlisted candidates will be invited to visit the school prior to interview.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (38743) 133422

SECONDARY MATHEMATICS
continued

HARROW
EDUCATION COMMITTEE

ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middlesex HA2 9DX

Tel: 01-864 2739

Required for September two enthusiastic and committed Teachers to work predominantly with small groups of adolescents at this all age purpose built day special school for pupils with emotional and behavioural difficulties.

For further details see advertisement under 'Special Education' - Scale 11. (11543) 133420

HERTFORDSHIRE
ST MICHAEL'S RC SCHOOL
High Elms Lane, Garston, Watford
Required for September, teacher of MATHEMATICS Scale 2 + London fringe allowance £309. Able to teach up to GCSE level. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (11212) 133420

LONDON NW5
CAMDEN SCHOOL FOR GIRLS
Sandall Road, London NW5 2DB
Required from September 1987 to cover maternity leave Scale 3 teacher of Maths .6.
Please apply in writing to the Headteacher with full c.v. and the names and addresses of two referees as soon as possible. (38492) 133420

Scale 1 Posts

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1393)
Required for September 1987:
Well-qualified, enthusiastic Mathematician to join a large, successful department. Scale 1 plus £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.

ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1511)
Required for September 1987:
Assistant teacher of Mathematics. An opportunity has arisen for a Scale 1 teacher within our large successful Mathematics Department. It would be possible to suit the interests of the applicant when arranging the timetable. In the Lower School, S.M.P. has recently been introduced with most encouraging results. It is envisaged that this will eventually be taught throughout to GCSE. 'Double' and 'Single' Maths are taught to 'A' level. Computing is taken as a popular option subject in the Upper School. Part-time or full-time considered. £1,215 per annum Inner London Allowance.
Applicants are most welcome to visit the school at any time.
Apply in writing for the above 2 posts immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (11116) 133422

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for September 1987, a teacher of Mathematics, Scale 1, to participate in the full range of courses in this large department. 'A' level teaching a possibility.
Application forms available from and returnable to the Headmistress. S.A.E. please. Closing date 15.7.87.
Bedfordshire is an Equal Opportunities Employer. (11015) 133422

BEDFORDSHIRE
EDUCATION SERVICE
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
Tel: 375838
Required for September 1987, a teacher of Mathematics, Scale 1, to join a large department. Ability to teach to 'A' level including further Mathematics an advantage but not essential.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (11014) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
CALDER HIGH SCHOOL
[illegible] Lane, Mytholmroyd, Hebden Bridge HX7 5QN
[illegible]
Required from August 1987 for one year only, a temporary teacher of MATHEMATICS (Scale 1). Ability to contribute to [illegible] teaching if it desirable.
[illegible] from August 1987 [illegible] term only, temporary teacher of MATHEMATICS [illegible]
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned quoting the post reference by [illegible] July 1987.
[illegible] committed to [illegible] opportunities [illegible] (11541) 133422

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St. Neots, Huntingdon, Cambs.
Required for September, teacher of Mathematics (Scale 1). Post suitable for teacher seeking first appointment.
Applications by letter, no forms, to the Principal at the College. (38792) 133422

DURHAM
COUNTY COUNCIL
MATHEMATICS, COMPUTER TEACHERS
Applications are invited from qualified teachers for Scale 1 vacancies, both permanent and temporary, which will exist in September, 1987 in various parts of the County. Applicants should clearly indicate when requesting application forms whether they are experienced teachers or have not been previously employed as a teacher and indicate in which areas of the County they are interested in teaching.
Stamped addressed envelope for application form to Director of Education, County Hall, Durham DH1 5UJ. (38582) 133422

EALING
LONDON BOROUGH EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, London W3 8EY
Required for September 1987 Scale 1 (or 2 for suitable applicant) teacher of Mathematics (temporary one term). The person appointed will be required to teach throughout the age and ability range of this multi-ethnic comprehensive school. A commitment to equal opportunities is essential.

NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Co-educational comprehensive 12 - 19 age range
Required for September a well qualified teacher of MATHEMATICS, Scale 1. The department is a lively one and there is a wide range of ability with strong 'A' level classes. An enthusiastic first appointment would be welcomed.
Relocation expenses payable subject to conditions.
For above posts: £1,215 London Allowance.
For above posts: Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (large SAE) to be returned by 17 July 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (11535) 133422

EAST SUSSEX
THE CAVENDISH SCHOOL
Eldon Road, Eastbourne BN21 1UE
Comprehensive mixed, 11-16.
Roll: 870
From September: an enthusiastic Teacher of Mathematics (Scale 1) able to contribute to a balanced Mathematics programme across all ages and abilities.
Relocation grants in approved cases.
Write direct to the Headteacher with c.v. and names of two referees. (11410) 133422

ENFIELD
(LONDON BOROUGH OF ENFIELD)
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield EN1 3PU
Roll 1,000
Required September 1987, teacher of MATHEMATICS (Scale 1), to join a large and successful department. The S.M.P. 11-16 Series is used from Year 3 onwards and a traditional course is followed by the large number of pupils in the sixth form. Some sixth form teaching could be made available for a suitably qualified applicant. An interest in Computer Studies would be an additional advantage.
London Allowance, £795.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application should be made by letter direct to the Head Master, giving a full c.v. together with the names, addresses and telephone numbers of two referees.
An equal opportunity employer. (11518) 133422

ENFIELD
(LONDON BOROUGH OF ENFIELD)
KINGSMEAD SCHOOL
Southbury Road, Enfield EN1 1YQ
Roll 1041
MATHEMATICS TEACHER (scale 1)
Required from September, 1987, to join a well-established department.
Teaching at all levels up to G.C.S.E. is available.
London Allowance, £795.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster at the School, as soon as possible.
An equal opportunity employer. (11519) 133422

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. **A large stamped address envelope should be enclosed with all requests for application forms.**

HEADTEACHERS
Primary

Dawlish Westcliff Junior School, West Cliff Road, Dawlish, EX7 9RA. (Roll 295)
Headteacher – Group 5 – £13,785 – £15,243
Required January 1988. Application forms and further details (sae required) from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 17th July 1987.

******

DEPUTY HEADTEACHERS
Secondary

Exeter, St. Peters C of E (Aided 12-16 years mixed) High School, Southam, Exeter, EX2 5AP. (Roll 986)
First Deputy Headteacher – Group II
Required January 1988 to have special responsibility for Curriculum Development. Communicant member of the Church of England preferred. Closing date 17th July 1987.

******

DEPUTY HEADTEACHERS
Primary

Exeter, Foxhayes First School, Gloucester Road, Exwick, Exeter, EX4 2EE. (Roll 216)
Deputy Headteacher – Group 4
Required January 1988 a teacher of proven ability who is able to teach throughout the First School age range. Curriculum responsibility for the Humanities in addition to the normal curricular responsibilities of a deputy head. Interest in PE and Drama and advantage. Closing date 17th July 1987.

******

SCALE POSTS
Secondary

Holsworthy Community College, Victoria Hill, Holsworthy, EX22 6JD. (Roll 530)
Scale 1 – Integrated/Physical Science
Required January 1988 or September 1987 if available. The department is committed to Integrated Science in Years 1 to 3 and the person appointed should feel competent to make an input to the continual development of the course Ability to teach Physical Science in Years 4 and 5 needed with a physics specialism desirable but not essential. Letters of application enclosing full curriculum vitae to the headteacher. Closing date 10th July 1987.

Dawlish School, Elm Grove Road, Dawlish, EX7 0BY. (Roll 780)
Scale 1 – Art
Required January 1988 or earlier if possible to teach in a thriving department. An ability to teach ceramics in addition to fine art an advantage. Letters of application enclosing full curriculum vitae to the headteacher. Closing date 10th July 1987.

Torquay, Cuthbert Mayne School, Trumlands Road, Torquay, TQ1 4RN. (Roll 778)
Scale 1 – Art and Design
Required September 1987 for this 11-16 RC C of E Comprehensive School to teach throughout the age and ability range to GCSE level. Letters of application enclosing full curriculum vitale to the Headteacher. Closing date 10 July 1987.

Torquay Girls Grammar School, Shiphay Lane, Torquay, TQ2 7DY. (Roll 720)
Scale 1 – Geography
Required September 1987 a well qualified teacher to teach Geography to A level. Letters of application enclosing full curriculum vitae and the names of two referees to the Headteacher. Closing date 10 July 1987.

Totnes, King Edward VI College, Totnes, TQ9 5JX (Roll 1500)
Scale 1 – Business Studies/Accounts
Required September 1987. Applications invited from qualified teachers who can offer a combination from Commerce, Accounts and Typewriting. Apply by letter in first instance enclosing full curriculum vitae and the names of two referees to the Headteacher. Closing date 13th July 1987.

Cullompton School, Exeter Road, Cullompton, EX15 1DX. (Roll 573)
Scale 1 – Music
Required January 1988 or September 1987 if available a suitably qualified and experienced teacher to teach Music across the age and ability range. A willingness to contribute to and further develop a full range of related activities is essential. Letters of application enclosing curriculum vitae to the Headteacher. Closing date 10th July 1987.

Exeter, St Peter's CE (12–16 years aided) High School, Southam, Exeter, EX2 5AP, (Roll 986)
Scale 3 – Computer Studies/Network Management
Required January 1988 or September 1987 if available. Computer Studies to GCSE level, involvement in TVEI and Mathematics if possible. Communicant member of the Church of England preferred. Letters of application enclosing full curriculum vitae to the Headteacher. Closing date 10th July 1987.

Sidmouth (11–18 Comprehensive and Community College, Primley Road, Sidmouth, EX10 9LG. (Roll 800)
Required September 1987 or January 1988 if available to teach History throughout the school, including Schools Council History. A fine opportunity to join a thriving department. Letters of application enclosing full curriculum vitae to the Headteacher. Closing date 10th July 1987.

Tiverton School, Bolham Road, Tiverton, EX16 6SQ. (Roll 902)
Scale 2 – Special Needs
Required September 1987 with appropriate qualifications or experience, to work principally in the Special Needs Resource Area and to provide wide-ranging support for the work of the Special Needs facility of the school. Letters of application enclosing full curriculum vitae to the Headteacher. Closing date 10th July 1987.

******

SCALE POSTS
Primary

Barnstaple Yeo Valley Primary School, Darby Road, Barnstaple EX22 7BT (Roll 273)
Scale 1
Required January 1988 or September 1987 if available, an enthusiastic, experienced teacher committed to team teaching and integrated approaches. An interest in mathematics would be an advantage. Candidates should outline any other strengths they may be able to offer. Letters of application enclosing full curriculum vitae to the Headteacher. Closing date 10th July 1987.

Ilfracombe Infants' School, Marlborough Road, Ilfracombe EX34 8JL (Roll 315)
Scale 1 – Infants
Required for January 1988 or September 1987 if available. This post is suitable for a probationary teacher, interest in Mathematics an advantage. Closing date 17 July 1987.

Stoke Canon VC Primary School, Stoke Canon, Exeter, EX5 4AS. (Roll 58)
Scale 1 – Infants
Required January 1988 or September 1987 if available, experienced and enthusiastic teacher for Infant class in this 3-teacher village school. Music an advantage. Letters of application enclosing full curriculum vitae to the Headteacher. Closing date 10 July 1987.

Ottery St Mary West Hill Primary School, School Lane, West Hill, Ottery St Mary EX11 1UP (Roll 115)
Scale 1 – Lower Juniors
Required January 1988 or September 1987 if available. Letter of application enclosing full curriculum vitae, stating curriculum interests and the names of three referees to the Headteacher. Closing date 10 July 1987.

******

SCALE POSTS
Special

Bidwell Brook Special School, Shinners Bridge, Dartington, Totnes TQ9 6JU
Scale 1 – Nursery
Required January 1988 or September 1987 if available, suitably experienced teacher for class of 8 Nursery Infants aged 3-7 with moderate or severe special needs, most of whom have communication problems and some physical sensory or emotional handicap. Qualification in Special Education an advantage. Apply by letter in first instance, enclosing full curriculum vitae and the names of two referees to the Headteacher. Closing date 10 July 1987.

******

OTHER POSTS

Central Plymouth Community Education Team
Community Education Worker – Barbican
Required for September 1987 an experienced qualified person to work as a community development worker in Central Plymouth concentrating on youth issues. The successful applicant will be expected to work with small groups of young people in their own neighbourhoods encouraging self help and personal development.
The post is urban aid funded until April 1989. Salary Burnham FE Lecturer II (JNC conditions).
Application forms and further details (SAE required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. For informal discussion telephone Peter Brewer Plymouth 660713. Closing date 17th July 1987.

Crediton Queen Elizabeth's Community College, Western Road, Crediton EX17 3LU. (Roll 1506)
Youth Tutor Temporary
Required September 1987 for one year only to cover leave of absence. There is a thriving centre programme and opportunities to contribute to the college's development plan. Lecturer II Scale for applicant with two years relevant experience. (£7371 – £7641 for less than two years). Apply by letter enclosing full curriculum vitae to the Headteacher. Closing date 10th July 1987.

******

OTHER POSTS

Instrumental Teachers
Scale 2 – Violin/Viola South Devon Area (base Newton Abbot)
Scale 1 – Woodwind West Devon Area (base Plymouth)
Required for September 1987 or January 1988 to join established teams.
Application form and further details (SAE required) from Chief Education Officer, County Hall, Exeter. Closing date 15th July 1987.
(40730)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

BRENT EDUCATION

towards a better future

COME AND JOIN US

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

Secondary

TEACHER OF FRENCH — Scale 1

AYLESTONE COMMUNITY SCHOOL, Aylestone Avenue, NW6 7AD. Tel: 01-451 0080/0088.

Required from SEPTEMBER 1987 —

TEACHER OF FRENCH (Scale 1) *with some English. Modern Languages Graduate required to work within the Faculty of Language and Communication.*

TEACHER OF MATHEMATICS — Scale 1

BRONDESBURY AND KILBURN HIGH SCHOOL, Salusbury Road, NW6 6PE. Tel: 01-624 0080/0088/0089.

Required from SEPTEMBER 1987 —

TEACHER OF MATHEMATICS (Scale 1). A vacancy exists in the Mathematics Department of this co-educational multi-ethnic school. The Department is committed to mixed ability and uses the SMILE scheme throughout the school, leading to Mode 3 GCSE in the 5th and 6th years. Ability to teach 'A' Level would be an advantage.

Enquiries from probationers welcome. Scale 2 would be available for a suitably qualified candidate.

TEACHER OF BUSINESS STUDIES — Scale 1/2

CLAREMONT HIGH SCHOOL, Claremont Avenue, Kenton, Harrow HA3 0UH. Tel: 01-204 4442/3993. (Roll: 1010).

Required AS SOON AS POSSIBLE —

TEACHER OF BUSINESS STUDIES (Scale 1/2). The successful applicant would be expected to teach GCSE Economics and Business Studies, and would be expected to make a major contribution to the introduction of courses in office and information technology including typing and keyboard skills. Sixth form work in 'A' Level Economics would be available to a suitable candidate.

Situated in North London the school has a thriving sixth form and high academic achievement. The applicant will be expected to show a positive understanding of the needs of the multi-cultural society that the school serves.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

To: The School/Office ______

Address ______

I am interested in the post of ______

Please send me further information

Name: ______

Address: ______

TES

SECONDARY MATHEMATICS

continued

ENFIELD
(LONDON BOROUGH OF ENFIELD)
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Tel: 01-360 3158
Mixed Comprehensive. Roll 1300
Required September 1987, teacher of MATHEMATICS, Scale 1, to join this well-established school close to Green Belt. Strong 'A' level groups. Excellent opportunity for a newly qualified teacher.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.
An equal opportunity employer. (11525) 133422

ESSEX

ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, Essex IG1 4QS
Tel: 01-554 1995
Head: Miss P. Dixon, B.A. Hons.

Due to increasing roll required from September 1987 a part-time teacher of Mathematics (0.4) to assist with A Level in this large and very successful department.

This is an independent Roman Catholic selective girls' grammar school (approx. 400 on roll with 100 in Sixth Form).

Apply immediately by letter giving names, addresses and telephone numbers of two referees.

The school pays Baker rates with Outer London Allowance. (40812) 133422

ESSEX
THE RAMSEY SCHOOL
Colne Road, Halstead CO9 2HR
Tel: 0787 472481
(Roll-1,000)
TEMPORARY TEACHER OF MATHEMATICS SCALE 1
Required September 1987.
For one term, to teach whole age/ability range.
Application by letter to Headteacher, Alexander Davies, as soon as possible. (38292) 133422

HERTFORDSHIRE
THE JOHN HENRY NEWMAN SCHOOL
Hitchin Road, Stevenage, Herts.
Tel: (0438) 314643
Number on roll: 1080 Sixth Form 180
Required September a Mathematician to join a highly successful department and to work in new accommodation for the equivalent of three days per week. There would be the opportunity to teach 'A' level work for a suitably qualified and experienced teacher.
Please contact the Headmaster without delay quoting reference TES1. (38483) 133422

HERTFORDSHIRE
HILLSIDE UPPER SCHOOL
Hillside Avenue, Borehamwood
Tel: 01-953 1852
Required for September, 1987, a qualified part-time MATHEMATICS TEACHER, (2 days per week) for this Mixed All-Ability 13-18 Upper School.
The Department has introduced GCSE Herts Mode 3 Mathematics as well as Herts Maths Achievement Certificate and offers Maths and Further Maths at 'A' level.
The appointment is initially for one year to fill a vacancy arising from the secondment to the Maths Advisory Team.
Reply as soon as possible to the Headmaster including full c.v. and the names and addresses of two referees.
Fringe allowance of £309 p.a. payable (pro-rata). (38484) 133422

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt
(920 on roll, including 140 in sixth forms)
Required for September, at this 5 f.e. co-educational school, Honours Graduate to teach MUSIC and MATHEMATICS.
See main advert under Music Sc. 1. (11215) 133422

HERTFORDSHIRE
LANGLEYBURY SCHOOL
Hunton Bridge, Nr. Kings Langley, Watford
Required September, Teacher of MATHEMATICS to join a department committed to SMP 11-16 and improving primary/secondary liaison. 'A' level work available for suitably qualified candidate. Scale 1 + London fringe allowance £309. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (11230) 133422

HERTFORDSHIRE
NICHOLAS HAWKSMOOR UPPER SCHOOL
Cowley Hill, Borehamwood WD6 5LG
Tel: 01-953-3137
Required for October, 1987 to cover maternity leave, a relief teacher of MATHEMATICS in this Upper School for 575 Boys and Girls, 13-18 Mixed All-Ability. SMP Mathematics is taught to GCSE and A Level.
Applications to the Head of the School (no forms) with the names and addresses of two referees.
Fringe Allowance of £309 p.a. payable. (11406) 133422

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston, Nr Watford WD2 7JU
Voluntary Aided, mixed, 5 form entry, all ability. Founded 1681
Required September, Graduate to teach MATHEMATICS and COMPUTER STUDIES. Scale 1 + London fringe allowance £309. The school is situated in a pleasant rural location close to the M1/M25 motorways and with easy access of London.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (11208) 133422

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required September, Teacher of MATHEMATICS up to A level.
Scale 1 + London fringe allowance £309. The school is to move in September 1988 to handsome premises in the centre of Bushey will offer excellent opportunities. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (Watford 223086). (11211) 133422

HILLINGDON
LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge UB10 8AB
Number on roll: 801, Sixth Form 147
Headteacher: D.C. Best, M.A.

Required September 1987, part-time (0.3) teacher of Mathematics. The school will be introducing SMP Maths in Year 1 in September and there are opportunities to teach at any level throughout the school. Actual classes and half days would be negotiated at the time of interview.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance Payable. (38686) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
HERNE BAY SECONDARY SCHOOL
Bullockstone Road, Herne Bay CT6 7NS
Required Sept. 1987, Scale 1 teacher of MATHEMATICS to teach across the whole age range 11-16. A willingness to teach a second subject an advantage.
Further details and application forms available from the Head Teacher to whom they should be returned a.s.a.p. (11309) 133422

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

FAKENHAM HIGH SCHOOL
Wells Road, Fakenham, Norfolk NR21 9HP
GROUP 11 N.O.R. 1200, 11-18 ALL ABILITY MIXED

Required for September 1987 Teacher of Mathematics Scale 1. Ability to teach 'A' Level an advantage.

Applications by letter and C.V. to the Headteacher Mr. L. Muston, At the school. Closing date 17th July 1987. (40761) 133422

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

NORTH WALSHAM HIGH SCHOOL
Spenser Avenue, North Walsham, Norfolk NR28 9HZ
Group 10 NOR 940 11-16 all ability mixed

Required from September 1987 Teacher of Mathematics, Scale 1.

Applications by letter and c.v. to the Headteacher, Mr. B. Thomas at the school. Closing date 13th July 1987. (38781) 133422

NORTH TYNESIDE
NORTH TYNESIDE COUNCIL
EDUCATION COMMITTEE
JOHN SPENCE COMMUNITY HIGH SCHOOL
Preston North Road, North Shields NE29 9PU
Required for 1st September 1987.
Scale 1 TEACHER OF MATHEMATICS in this 11-16 Comprehensive Community High School.
Application forms are available on receipt of s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced qualified applicants irrespective of [illegible] marital status. (11107) 133422

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Portway, Wantage OX12 9BY
Required for September 1987, a teacher of Mathematics to join a very successful team to teach across the age range.
Please send a brief c.v. with request for application forms to the Principal, to be returned within ten days. SAE please.
An Equal Opportunity Employer. (11420) 133422

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
YSG OL BRO DDYFI, MACHYNLLETH, POWYS
Required for September, 1987 or January, 1988, an assistant teacher of Mathematics. Scale 1. (Roll: 400).
Application forms and further particulars are available from the Headteacher at the School, to whom completed forms should be returned by 17th July, 1987.
(385 84) 133422

REDBRIDGE

RAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JF
Tel: 01-500 2254
Head: J.I. Westbury, M.Ed., Dip., Th.

Required for September 1987: a teacher of Mathematics to teach across the whole age and ability range, including 'A' level. The successful candidate will join a vigorous, enthusiastic and supportive department, with its own suite of specialist rooms. SMP 11-16 Maths is being introduced throughout the school with 'A' level pure and applied Maths becoming increasingly popular as are the vocational Maths courses offered in the sixth form. The post would suit a well qualified probationer or an experienced teacher.

The post is on Scale 1 with Outer London Allowance: assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Please apply by letter to the Head as soon as possible, giving full details and the names and addresses of 2 professional referees. (11 173) 133422

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
JOSEPH EASTHAM HIGH SCHOOL
Hilton Lane, Little Hulton, Worsley, Manchester M28 5SY
Tel: 061-790 5022
(11-16 Mixed Comprehensive 750 on roll)
MATHEMATICS - Scale 1
A teacher of Mathematics is required for September, 1987.
Application forms are available from the school and should be returned by 17 July 1987. Please enclose a stamped, addressed envelope. (114 34) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HOLLY LODGE HIGH SCHOOL
(11-16 Comprehensive)

Required September 1987.

MATHEMATICS - Scale 1.

SMP Scheme used throughout the school. Opportunities to contribute to other curriculum areas may be possible.

Apply by letter stating full curriculum vitae and the names and addresses of two referees to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands. Closing date 13th July, 1987.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (38571) 133422

SURREY
EDUCATION COMMITTEE
FRANCE HILL SCHOOL
Watchetts Drive, Camberley GU15 2PQ
(11-18 mixed comprehensive, NOR 1250 including 180 in 6th Form)
Required for September 1987, a Scale 1 teacher of MATHEMATICS to join a strong enthusiastic department. The successful candidate will be expected to teach across the full ability range of pupils aged 12-18. A willingness to teach 'A' Level Mathematics under the guidance of experienced staff is also highly desirable.
Application forms and further details from the Headmaster. (SAE please). (11252) 133422

SUTTON
LONDON BOROUGH OF SUTTON
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton, Surrey SM5 3HP
Tel: 01-647 5842
TEMPORARY MATHEMATICS - SCALE 1
Required for September, to cover the duration of a maternity leave, a teacher to teach across the whole age and ability range.
Applications as soon as possible [illegible] to the Headteacher, [illegible] and addresses of two referees. (11583) 133422

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton, Surrey SM5 1RW
Tel: 01-644 7325
(11-18 non-selective, approx. 890 on roll)
MATHEMATICS - SCALE 1
Required September 1987, a teacher of Mathematics to teach to GCSE and 'A' level. The ability to offer a second subject or interest would be a distinct advantage as the school is involved in many educational initiatives including CPVE, TVEI and Records of Achievement.
Apply by letter to the Headteacher enclosing c.v. and names and addresses of two referees. (11250) 133422

WEST SUSSEX
DOWNLANDS SCHOOL
Hassocks
11 - 16 Mixed Comp. NOR: 931
TEACHER OF MATHEMATICS - SCALE 1
Required for September 1987 an enthusiastic teacher to join a progressive and well organised department. The SMP Scheme is used throughout and the department will take the coursework option for GCSE. A Scale 2 may be available for a suitably experienced candidate.
Assistance with removal expenses in approved cases.
Apply to Headmaster, Downlands School, Dale Avenue, Hassocks, West Sussex BN6 8LP (s.a.e. please) or Tel Hassocks 5892. (38651) 133422

WILTSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KINGDOWN SCHOOL
Warminster

(Comprehensive, Mixed, 11-18, 1350 pupils)

Temporary, full-time teacher of Mathematics required for one term starting from September 1987. This post will probably become permanent.

Please apply by letter enclosing a C.V. and names and addresses of two referees, to The Headmaster, Kingdown School, Woodcock Road, Warminster, Wilts, BA12 9DR. Closing date 10th July 1987. (11574) 133422

Modern Languages

Heads of Department

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
Headteacher: Mr. G. Hunter
NOR: 710 Mixed 12-17
Required for September 1987 for the Autumn Term only, an enthusiastic teacher of French to lead and develop a progressive Modern Languages Department. The candidate will have successful and substantial experience of teaching French and probably one or more other languages and will be committed to a communicative and active approach to pupil learning. Scale 3 is available.
Letters of application including full c.v. and the names of two referees should be sent to the Headmaster direct at the school as soon as possible. Further details may be obtained from the school on request. Tel: Marlow 3155.
Closing date for applications 17th July 1987. (38550) 133422

WILTSHIRE

PEWSEY VALE SCHOOL
Pewsey, Wilcot Road, Pewsey, Wiltshire SN9 5EW

(Tel: Marlborough 63481)

11-16 Mixed Comprehensive (n.o.r. 535)

MODERN LANGUAGES HEAD OF FACULTY (SCALE 3) WILTS.

Applications are invited from well-qualified teachers of German and French with considerable experience to lead a successful Faculty currently teaching courses to G.C.S.E. and graded test level. The successful candidate will be expected to enhance further the 80% take-up of languages courses to G.C.S.E. and to foster and be involved in cross-curricular work and initiatives such as T.V.E.I. extension.

Further details and application forms available from the Headteacher at the school. SAE please.

Closing date [illegible] July 1987. [illegible] equal opportunity employer. (11074) 133422

SECONDARY MODERN LANGUAGES

continued

Scale 1 Posts

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(11-18 Mixed Comprehensive NOR 1380)
Required from 1st September 1987, a teacher of French and German to teach across the full ability and age range.
Further details from and letters of application to the Headteacher by 10th July 1987, giving full cv and names of two referees, enclosing sae.

PRIORY SCHOOL
Queen's Way, Weston-super-Mare BS22 0BP
(11-16 mixed, 970 on roll)
Required from 1st September 1987, a Teacher of French to join the Languages Faculty in this school where French is taught to all pupils in years 1 to 3.
Further details available by sending a SAE to the Headteacher at the school.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (11110) 133622

BEDFORDSHIRE
EDUCATION SERVICE
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
Tel: 376838
Required for September 1987, a teacher of French to 'A' level with German, Scale 1.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (11039) 133622

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HOLY TRINITY CE (A) SENIOR SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TL
Ref: ED8/3178
Required from August 1987 for two terms only, a temporary teacher of FRENCH (Scale 1) to 'A' level.
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned, quoting post refrence number by 15 July 1987.
The Council is committed to being an equal opportunities employer and service provider. (38564) 133622

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ST. JOHN FISHER R.C. COMPREHENSIVE SCHOOL
Park Lane, Peterborough PE1 5JN
Tel: Peterborough 43646
Head Teacher: Mr. C. Dodds, M.ED.
Group 8
Required for September 1987:-
The Governors seek to appoint a well qualified teacher of Modern Languages (Scale 1) for French and German, to teach across the age and ability range in this 11-18 comprehensive school.
Applications by letter enclosing curriculum vitae and the names and addresses of two referees and a s.a.e. as soon as possible to the Head Teacher.
Closing date 10th July, 1987. (40767) 133622

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4HT
Comprehensive mixed, 11-16. Roll: 1370
From September, German/French Teacher (Scale 1). Would suit a newly-qualified teacher.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (11412) 133622

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

INGRAM BOYS' HIGH SCHOOL
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel: 01-653 0901/3

Required for September 1987 a full-time teacher of French and Spanish to teach both languages up to GCSE level. All pupils study both languages up to the end of the third year and approximately 70% opt to continue one or both languages in the fourth year. The school is small and friendly and the successful candidate will be part of a lively and enthusiastic department. The post is suitable for a new entrant to the profession.

Salary: Scale 1.

Tenable: September 1987.

Please telephone the school immediately for application form and further details. (11090) 133622

ESSEX
BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, Brentwood
Tel: Brentwood 225482
(Roll-1079)
SPANISH/FRENCH TEACHER
Scale 1
Required September 1987.
To teach throughout age and ability range in lively, enthusiastic Department using communicative teaching methods.
London Fringe Allowance.
Closing date 13th July 1987.
Relocation allowance payable in approved cases.
Letter and c.v. to Headteacher as soon as possible.

KING EDWARD VI GRAMMAR SCHOOL
Broomfield Road, Chelmsford CM1 3SX
Tel: Chelmsford 353510
(Roll-656)
FRENCH TEACHER Scale 1
Required September 1987.
An enthusiastic young teacher to join a forward looking Department with an excellent academic record.
Please apply to Headmaster from whom further details can be obtained on receipt of s.a.e. (38294) 133622

HARROW
EDUCATION COMMITTEE

BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 01-954 3623

Temporary teacher of French required, full time or job share, to cover maternity leave from 25th September. The school, a comprehensive for 720 girls aged 12 to 16, has good modern facilities and a beautiful Green Belt site. Because staff set a high standard of courtesy and good humour pupils are co-operative and friendly. Most girls study two modern languages for at least the first two years and French is our most popular GCSE option course. Teaching sessions are 8.40 - 11.45 and 12.15 - 3 p.m.

Please write for application form enclosing a C.V. and the names of 2 referees.

Outer London Allowance Payable.

Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer. (38777) 133622

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e. please).

SECONDARY

HEADSHIP

WELLAND PARK COLLEGE, Welland Park Road, Market Harborough LE16 9DR. (11-14). NOR 546. (approx).

Principal Group 6 + Principal's Allowance

Applications are invited from suitably qualified and experienced teachers for this post at this High School and Community College. This post is available from 1st January 1988.

Application forms and further details from Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to whom applications should be returned by 20th July 1987.

SCALE 3

CITY OF LEICESTER SCHOOL, Downing Drive, Leicester LE5 6LN. (11-18). NOR 1360.
HEAD OF MUSIC — Required September/January. Integration with Drama is under way and a new music suite is planned.

SCALE 3/2

WINSTANLEY HIGH SCHOOL, Kingsway North, Braunstone, Leicester (11-14). NOR 540.

PHYSICAL EDUCATION AND PERFORMANCE ARTS
(2 Posts available).

Required September 1987/January 1988. The simultaneous retirement of the Head of Music and the Head of boys' P.E. has created the opportunity to form a single department (PEPA) which will encompass the areas of P.E., Music, Drama and Dance in an integrated programme.

Applications are invited from candidates who can teach at least two of the following subjects: Boys' P.E., Music, Drama and Dance. There will be a Scale 3 post for the Head of Department and Scale 2 for the second post. (There is already a Scale 2 post for girls' P.E.). This is an exciting challenge for experienced, imaginative teachers with energy and vision to set up a new Department within a Community College which has excellent facilities.

SCALE 2

CASTERTON COMMUNITY COLLEGE, Ryhall Road, Great Casterton, Stamford, Lincs. PE9 4AT. (11-16). NOR 730.
GIRLS' P.E. — Required January or sooner, lively teacher with a broad view of Physical Education in and out of the curriculum to take charge of Girls' P.E. in this rural community college. An interest in dance would be particularly welcomed.

COUNTESTHORPE COLLEGE, Winchester Road, Countesthorpe, Leicester LE8 3PR. (14-18). NOR 1067.
RECREATION AND LEISURE — An experienced teacher is required to take responsibility for physical recreation and leisure. The college has excellent facilities and offers a wide range of interesting activities. There is a considerable scope for innovation, particularly within a modular curriculum.

GATEWAY 6th FORM COLLEGE, The Newarke, Leicester LE2 7BY(16-19). NOR 660.
SOCIOLOGY — Required September/January a graduate teacher of Sociology to GCE 'A' together with a significant contribution to the C.P.V.E. Course.

SCALE 1/2

ST. PAUL'S R.C. (Aided) SCHOOL, Spencefield Lane, Leicester LE5 6HN (11-18). NOR 755.
TEACHER IN CHARGE OF S.E.N. — Required for September/January a teacher in charge of S.E.N. To be responsible for the running of a small but well equipped department and to work in close liaison with the S.E.N. Link Co-ordinator.

We are looking for a teacher of basic subjects, with an interest in developing a support service in main stream classes.

Applicants should firmly believe in the aims and ethos of a Catholic School.

SCALE 1

THE BOSWORTH COLLEGE, Leicester Lane, Desford, Leics. LE9 9JL (14-18). NOR 1158.
DRAMA — Required for September for the Autumn Term a qualified Drama Specialist to take a major role in core Drama and in the development of the subject.
Further details are available from the Principal. Tel: Desford 2841.

EARL SHILTON HEATHFIELD HIGH SCHOOL, Belle Vue Road, Earl Shilton, Leicester LE9 7PA (11-14). NOR 850.
MUSIC — Required September to cover long term illness to assist Head of Music across the full ability range. Interest in choral music and practical music an advantage.

GROBY COMMUNITY COLLEGE, Ratby Road, Groby, Leicester LE6 2EP (14-19). NOR 800.
PHYSICS/PHYSICAL SCIENCES — Required September a Graduate qualified to teach Physics/Physical Sciences to 'A' level, to teach and help resource the core integrated science programme and contribute to the pastoral system. Specialism other than Physics will be considered. A community contract may also be available to the successful candidate.

ALDERMAN NEWTON'S SCHOOL, Glenfield Road, Leicester LE3 6DN. (11-18). NOR 900.
PE — Required September/January. Ability to teach Soccer and/or Rugby and Cricket essential.

BABBINGTON COMMUNITY COLLEGE, Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ (11-18). NOR 890.
ENGLISH DRAMA — Required September, a specialist teacher of English/Drama. Teaching across the age and ability range is available.

CITY OF LEICESTER SCHOOL, Downing Drive, Leicester LE5 6LN (11-18). NOR 1360.
ENGLISH — Required September/January to teach across the full ability range.

HAMILTON SCHOOL, Keyham Lane West, Leicester LE5 1RT (11-16). NOR 704.
DESIGN — Required September/January a teacher of Art and Ceramics in a newly refurbished design centre. Telephone immediately (0533) 413371.

MUNDELLA COMMUNITY COLLEGE, Wycombe Road, Leicester LE5 0PR (11-16). NOR 658.
ENGLISH — Required September/January enthusiastic and imaginative teacher to join a lively team to teach throughout the age and ability range.

SOAR VALLEY COMMUNITY COLLEGE, Gleneagles Avenue, Leicester LE4 7GY (11-16). NOR 1173.
ENGLISH — Required September/January to teach across the 5 years up to GCSE and also to teach some GCSE Drama.

BURLEIGH COMMUNITY COLLEGE, Thorpe Hill, Loughborough LE11 0SQ (14-18). NOR 1402.
COMPUTING/INFORMATION TECHNOLOGY — Required September, an enthusiastic teacher with some knowledge of computing, to join the Information Technology team. He/She will have an interest in developing personnel expertise throughout the Computing/Information Technology field and will eventually become a key member of a department committed to a strong cross-circular role. Initially the teaching programme will include some mathematics.

DE LISLE R.C. SCHOOL, Thorpe Hill, Loughborough LE11 0SQ (11-18). NOR 1100.
MATHEMATICS — Required September must be able to teach to all levels of GCSE. Opportunity to be involved later in Computer Studies and Information Technology, if desired. Full details of Department and School from Headteacher. Telephone Loughborough 268739.

LUTTERWORTH GRAMMAR SCHOOL, Bitteswell Road, Lutterworth, Leics (14-18). NOR 1436.
MATHEMATICS — Required 1st September. Temporary Teacher to cover maternity leave. Ability to teach across the full age and ability range would be an advantage.

ROBERT SMYTH UPPER, Burnmill Road, Market Harborough, Leicester (14-18). NOR 1202.
PE — Required September for one year. Ability to offer netball and hockey an advantage.

BEAUCHAMP COLLEGE, Ridge Way, Oadby, Leicester LE2 5TP (14-19). NOR 1157.
VI FORM — Required for September a permanent teacher to join a team of four teaching 1 year sixth form students for ½ a time table. Remainder of timetable negotiable. Ideally candidate should have experience of inter disciplinary work.

SHEPSHED HIND LEYS, Community College, Forest Street, Shepshed, Leicester (14-19).NOR 770.
INTEGRATED HUMANITIES — Required September an energetic and enthusiastic teacher committed to mixed ability student centred research work as operated by the MEG. Integrated humanities syllabus. This is a core subject on which all members of the team are expected to take a responsibility for resources.

ROUNDHILL COLLEGE, Thurmaston, Leicester LE4 8GQ (11-14). NOR 629.
DESIGN — Required September an enthusiastic teacher of Art/Graphics to join a well developed Design Department. This is a 0.5 appointment with a possibility of further 0.1 temporary work for the Academic Year.

UPPINGHAM COMMUNITY COLLEGE, London Road, Uppingham, Leicester LE15 9TJ (11-16). NOR 489.
ENGLISH — Required September an assistant teacher to teach to GCSE level. Classes are taught on an all ability basis during years 1 to 3 and follow a modular course in Years 4 and 5.

GUTHLAXTON COLLEGE, Station Road, Wigston, Leicester (14-18). NOR 1400.
PHYSICAL EDUCATION — Required for September P.E. is taught as a core subject to over 500 students in each of the 4th and 5th years. The college possesses a gym, sports hall, dance/drama studio and extensive playing fields. A person with energy and commitment is sought in order to maintain the college's sporting reputation. The ability to develop rugby and/or basketball would be an advantage.

PRIMARY

HEADSHIPS

All the following posts are required for January 1988.

1. LEICESTER HERRICK (NEW) PRIMARY SCHOOL — Provisionally Group 6.
A (new) semi-open plan School formed by the amalgamation of the well established Infant and Junior Schools in the North East of the City. Approx 440 on roll plus 30 full-time Nursery and 60 part-time Nursery, aged 3-11.

2. LEICESTER HUMBERSTONE JUNIOR SCHOOL — Group 5
Well established Junior School on the Eastern outskirts of the City of Leicester. The traditional buildings have recently been remodelled. Aged 7-11. Approx 306 on roll.

3. OAKHAM C.E. (CONTROLLED) PRIMARY SCHOOL — Group 5
A large rural Primary School catering for pupils aged 5-11 situated in the market town of Oakham approximately 20 miles East of Leicester. Approx 350 on roll.

4. SILEBY REDLANDS COUNTY PRIMARY SCHOOL — Group 5
A well established school in North Leicestershire catering for children aged 5-11. Approx 282 on roll.

5. LEICESTER CRESCENT JUNIOR SCHOOL — Group 4 + S.P.S. Allowance
Established school serving the Braunstone housing estate on the Western outskirts of the city. Approx 195 on roll aged 7-11. this is a re-advertisement, previous applicants should re-apply if still interested.

6. WIGSTON GLENMERE COUNTY PRIMARY SCHOOL — Group 4
Modern 4+ — 10+ school situated in a pleasant residential area south of the City of Leicester. Approx 184 on roll.

Applications forms and further details and job descriptions — please state which posts(s) — from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to whom applications should be returned by 20th July 1987.

SCALE 2

ST. JOSEPH'S R.C. (Aided) Primary School, Coventry Road, Market Harborough, Leicester. NOR 207.
Required September a suitably qualified and experienced practising Catholic Teacher preferably with C.T.C.R.E. to be responsible for Science and Computers through the School. An ability to take boys games would be an advantage.

SCALE 1/2

CLAYBROOKE COUNTY PRIMARY SCHOOL, Claybrooke Parva, Lutterworth, Leics. LE17 5AF. NOR 79.
Required January 1988 an experienced and enthusiastic teacher for mixed ability lower juniors. Candidates will be required to assist with organising activities in a small village school and to accept responsibility for school in Head's absence. Applicants will also be responsible for music, book club, sport (including swimming) and must be able to teach swimming as the school has its own teaching pool. Scale 2 Post available for suitable applicant.

ST. MARY'S R.C. (AIDED) (NEW) SCHOOL, Hastings Street, Loughborough LE11 0AX. NOR 225.
Required September/January, a keen enthusiastic teacher to join a team launching a new school. An interest and/or qualification in P.E., Games and Swimming an advantage. R.C. preferred. Scale 2 available to suitably qualified and experienced candidate.

SCALE 1

BURBAGE COUNTY JUNIOR SCHOOL, Grove Road, Burbage, Hinckley. NOR 368.
Required September temporary for one year.
An enthusiastic teacher for 3rd Year Junior Class.

GREAT BOWDEN C. OF E. PRIMARY SCHOOL, Gunnsbrook Close, Off Main Street, Great Bowden, Market Harborough, Leics.
Required January 1988. An energetic, enthusiastic and adaptable Primary Teacher, for this small open plan Primary School. Boys' Games and Music an advantage.

ABBEY PRIMARY SCHOOL, Ellis Avenue, Leicester LE4 5LB. NOR 582.
Required September for one year teacher for juniors in this large inner city multi-cultural school.

SPECIAL SCHOOL

SCALE 1 + SSA

FOREST WAY SPECIAL SCHOOL, Cropston Drive, Coalville LE6 3HS. NOR 51.
Required September. A fully qualified teacher to establish and develop a new nursery unit for children aged 3-5 years with a wide range of Special Educational Needs.

Applicants will be expected to be conversant with all aspects of normal child development and should preferably have experience of working with children in both mainstream and Special Education.

MISCELLANEOUS

SCALE 3

SERVICE FOR HEARING-IMPAIRED CHILDREN

PERIPATETIC TEACHER OF THE HEARING-IMPAIRED CHILDREN — FURTHER EDUCATION

Qualified teacher of the hearing-impaired, required September to undertake support work with hearing-impaired students attending Colleges of Further Education within the authority.

Further details and application forms available from D. R. Harrison, Service for Hearing-Impaired Children, County Hall, Glenfield, Leics.

EQUAL OPPORTUNITY POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability; disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a D.R.O.

SECONDARY MODERN LANGUAGES
continued

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts EN6 2DU
Voluntary Aided: Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1053 (mixed) 160 Sixth Form
TEACHER OF FRENCH EXISTING SCALE 1 PLUS LONDON FRINGE ALLOWANCE
A suitably qualified graduate teacher of French is required for September, 1987, to teach the subjects across the 11-18 age and ability range, up to and including 'A' Level and University entrance standard. The post offered is a very attractive post for new entrants to the profession, and although the Governors are seeking a specialist in French, applications from candidates also able to offer German are welcome.
Fringe allowance of £309 p.a. payable. Generous removal expenses, including mortgage subsidy, in approved cases.
Excellent facilities are available on this attractive Green Belt site within easy reach of Central London, the M.25 and the A.1/M.
Applications in writing as soon as possible to the Head Master, Mr. D. M. W. Bolton, M.A. (Oxon), from whom further details are available. Applications should include full C.V. and names of two referees. Telephone enquiries welcome, on Potters Bar Tel: 0707 43441. (03011) 133622

HERTFORDSHIRE
ONSLOW ST. AUDREY'S SCHOOL
Old Rectory Drive, Hatfield, Herts.
Tel: Hatfield 64220
Mixed Comprehensive No. on Roll: 800
Headmaster: Mr. M. J. A. Clarke, B.A.
Required for one full academic year from 1st September 1987, a full-time teacher of French & German to replace teacher on secondment. The successful applicant will teach first to fifth years across the whole ability range and will join a team of enthusiastic and forward-looking teachers in a well-equipped department.
A Scale 2 post is available for a suitable applicant but the post would also be suitable for a new entrant to the profession.
Please apply together with C.V. and the names of two referees direct to the Headmaster. (11222) 133622

KENT
CRANBROOK SCHOOL
Required for September, a well-qualified part-time teacher of French to GCSE in this 13-18 co-educational, academic Upper School. 13 periods of French are available, and a few periods of guidance work to junior classes might be available for a suitably qualified applicant.
Please write to the Headmaster, Cranbrook School, Cranbrook, Kent, TN17 3JD enclosing a curriculum vitae and the names of two referees. (38723) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
THE CORNWALLIS SCHOOL
Linton, Maidstone ME17 4HX
Required Sept. 1987 in this 11-16 High School, a teacher of FRENCH Scale 1 to join a progressive department which maintains traditional standards. An enthusiast is required to teach all ages & abilities, subsidiary Spanish an advantage. Interest in participating in foreign visits and exchanges a recommendation.
Further details from Headteacher (sae please). (11310) 133622

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry comprehensive school for girls on two sites
Required for September or as soon as possible.
An experienced and well qualified teacher of French and Spanish as SECOND IN DEPARTMENT (Scale 2). Ability to offer some Italian an advantage. Preference given to committed Catholics.
ALSO - an experienced teacher of French and Spanish for part-time post (.6). Ability to offer some Italian an advantage. Preference given to committed Catholics.
The school is conveniently situated between both Euston and King's Cross stations.
Application form available from the Headmistress: Sister Fidelis Gaine, F.C.J. (38472) 133622

LONDON NW6
ST AUGUSTINE'S CHURCH OF ENGLAND SCHOOL SECONDARY
Oxford Road, London NW6 5SN
Required for September 1987, a part-time teacher of Modern Languages (0.5). The successful candidate will be expected to teach French and Spanish to GCSE standard and contribute to the work of the department.
Applicants should be in sympathy with the Christian aims of the school.
Apply in writing to the Headteacher giving [illegible] referees. (38763) 133622

LONDON W12
BURLINGTON DANES SCHOOL
Wood Lane, London W12 0HE
Tel: 01-743 2182
Voluntary Aided C of E. S.M.
Roll 1,080
Required for September 1987 a lively and enthusiastic teacher of Modern Languages (Scale 1) to teach French and German throughout the school.
Letters of application enclosing full c.v. and the names of 2 referees should be sent to the Headteacher as soon as possible. Applicants should be in sympathy with the Christian aims of the school. (11403) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE COMMUNITY SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr. M.I. Walton
Number on Roll: 800
Required September 1987.
TEACHER OF GERMAN/FRENCH Scale 1.
A committed teacher of languages (French and German) is required to join the enthusiastic team working in this mixed, inner urban comprehensive/community school. All pupils take both languages in the first three years as part of a Language Awareness' course.
GCSE courses in both languages, and a new modular course in several languages at *a basic level in the fourth* and fifth years. 'A' level work is undertaken within a Sixth Form consortium.
Candidates should indicate any other subject offered.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (sae please) available from The Head Teacher to whom completed forms should be returned by 14 July 1987.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITY AUTHORITY. (39813) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, East Ham E6
Head Teacher: P.A. Kaye
Number on Roll: 1700
PART-TIME TEACHER OF GERMAN Scale 1
Required September 1987. A temporary teacher of German is required from September to replace a teacher who will be taking maternity leave. An ability to teach French in the first three years will be an advantage.
London Allowance £1,215.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned a.s.a.p. Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITIES AUTHORITY. (38709) 133622

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
FAKENHAM HIGH SCHOOL
Wells Road, Fakenham, Norfolk NR21 9HP
GROUP 11 NOR 1200. 11-18 ALL ABILITY MIXED
Required for September 1987, teacher for French with English, Scale 1. Ability to teach to 'A' Level an advantage. New entrants to the profession particularly welcome.
Applications by letter and C.V. to Headteacher Mr. L. Muston, at the school. Closing date 17th July 1987. (40762) 133622

REDBRIDGE
WANSTEAD HIGH SCHOOL
Redbridge Lane West, E11 2JE
Tel: 01-989 2791/6937/9755
Head: D.T. Challen, M.A.
Required for September 1987: a teacher of French/German.
We seek a French Linguist to teach .7 of the timetable; ability to teach German would allow greater timetable flexibility. Both languages are taught by a well organised department in a suite of rooms, well supported by A/V equipment. Tricolore is introduced in Year 1, German in Year 2 alongside a Language Awareness course. A levels in both subjects.
Wanstead High School has 1320 on roll, including 210 in the 6th form.
Please write to the Headmaster at the school as soon as possible with full c.v. and names and addresses of 2 Professional referees.
The post is on Scale 1 with Outer London Allowance of £795. Removal and relocation expenses [illegible] 133622

NORTH YORKSHIRE
QUEEN ANNE SCHOOL
Queen Anne's Road, Bootham, York YO3 7AA
11-16 mixed comprehensive, 600 on roll
Required for September 1987, a well-qualified and enthusiastic teacher of FRENCH and GERMAN, Scale 1, in this newly established comprehensive school.
Apply in writing to the Headteacher a.s.a.p. enclosing a full C.V. and the names and addresses of two referees. Further details on receipt of sae. (38284) 133622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middx. TW11 9PJ
(11-16 Mixed Comprehensive - 1030 pupils)
Headmaster: J.R.W. Oliver, M.A.
Required from September 1987, initially for one year, a teacher of FRENCH and GERMAN, Scale 1 plus £795 Outer London Allowance. The modern languages department has its own suite of rooms. It is a forward-looking department in a rapidly expanding school. The school, which is within easy reach of Central London, is in a very attractive area with its own grounds extending to the bank of the river Thames.
Please apply immediately by letter to the Headmaster of the school, giving qualifications, experience and the name and telephone number of at least one referee. (38729) 133622

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
SPURLEY HEY COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 504 on roll
Required for September, 1987 ASSISTANT TEACHER - SCALE 1
Required for French and German, to work within a Humanities Faculty in developing a Community Languages area and to be involved in Graded tests and Unit Accreditation curriculum development.
Closing date: As soon as possible. Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LN. Tel: Rotherham 365537 from whom further information can be obtained.
G. Crane, Director of Personnel Resources. (11130) 133622

SUFFOLK
COUNTY COUNCIL
BENJAMIN BRITTEN HIGH SCHOOL
Blyford Road, Lowestoft NR32 4PZ
13-18: Roll 787
Required for September 1987 or January 1988, a teacher of German with French (Scale 1) to teach up to 'A' level. Within the School's common curriculum policy, the department is developing a variety of flexible courses with a range of goals to meet different student needs.
Application forms and further details available from the Headteacher of the school concerned (s.a.e. please) to whom they should be returned urgently. (11248) 133622

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex
12-16 Mixed Comp. 1176 on roll
A Scale 1 Teacher Tutor of *FRENCH/GERMAN required* from September 1987 for this newly recognised secondary school due to open in September.
Details and application forms from the Headteacher: Tel: Ashford 243824. (11146) 133622

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton, Surrey SM5 1RW
Tel: 01-664 7325
(11-18 non-selective, approx. 890 on roll)
MODERN LANGUAGES - SCALE 1
Required September 1987, a teacher of French/German to teach to GCSE and 'A' level. The ability to offer a second subject, or interest would be a distinct advantage as the school is involved in many educational initiatives including CPVE, TVEI and Records of Achievement.
Apply by letter to the headteacher enclosing c.v. and names and addresses of two referees. (03013) 133622

WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick CV34 6PJ
Tel: 0926 493805/6
Required for September - applications are invited from well qualified graduate teachers, including students completing their teacher training courses, for this post within a progressive and successful Modern Language Department. Courses well established to GCSE and 'A' level (including Oxbridge entry).
Further details and application forms available from the Head, to whom completed forms should be returned as soon as possible.
Warwickshire is an equal opportunities employer. (38575) 133622

WEST SUSSEX
THE ANGMERING SCHOOL
TEMPORARY TEACHER OF FRENCH
Required for September, a temporary teacher of FRENCH to cover maternity leave. Full-time or part-time considered.
Apply by letter in the first instance to the Headmaster, The Angmering School, Station Road, Angmering, Littlehampton, West Sussex BN16 4HH, from whom further details may be available. (38652) 133622

Multicultural Education

Scale 1 Posts

WALSALL
METROPOLITAN BOROUGH COUNCIL
INTER CULTURAL CURRICULUM SUPPORT SERVICE
ADVISORY TEACHER (Scale 3)
Required as soon as possible to be responsible for developing Multi-Cultural Education with particular responsibility in respect of multi-ethnic performing arts in primary and secondary schools. Applicants should have some knowledge and understanding of the processes involved in the education of bi-lingual children and how this relates to the curriculum as a whole.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.
Closing date: 17th July, 1987.
Walsall is an Equal Opportunity Employer. (11406) 133820

Education
Music Support Teachers
(Scale 1/2)
Experienced and enthusiastic full time Music Support Teachers are required for September 1987 to join a developing Music Support Service in Nottinghamshire. The successful candidates will be qualified teachers and have specific expertise in one of the following areas:-
North Team: Upper Strings – Cello
South Team: Cello (2 vacancies) – Woodwind.
Scale 2 posts will be available to suitably qualified and experienced candidates and a casual car user allowance will be payable.
Application forms and full details are available (s.a.e.) from the Chief Education Officer at County Hall. Closing date 17 July. Please quote ref. S26.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford Nottingham NG2 7QP

KIRKLEES
METROPOLITAN COUNCIL
Refs: 1008, 1009
See Scale 1 Posts.
(11070) 133820

Scale 2 Posts and above

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MOOR END HIGH SCHOOL
Dryclough Road, Crosland Moor, Huddersfield HD4 5JA
Ref: 1008
Required for September, 1987 or as soon as possible thereafter, LANGUAGE SUPPORT TEACHERS, SCALE 1 (two posts), to give support on language development within a major area of the curriculum in this 11-16 mixed comprehensive school.
Applicants should state their specialist interests. Scale 2 posts are available for suitably qualified and/or experienced teachers.
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, W. Yorks. WF17 0LD
Ref: 1009
Required for September, 1987 or as soon as possible thereafter a LANGUAGE SUPPORT TEACHER, SCALE 1 in this 11-18 girls comprehensive school. The successful candidate will be expected to offer language Support within a major area of the curriculum.
Applicants are required to identify their specialist areas.
A SCALE 2 post is available for a suitably qualified and/or experienced teacher.
Application forms and further details (s.a.e. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (11069) 133822

Music

Heads of Department

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WYMONDHAM C HIGH SCHOOL
Folly Road, Wymondham NR18 0NT
Head of Music Scale 3
Required for January 1988 or earlier if possible Scale 3 Head of Music.
The successful applicant will be required to liaise closely with other musical organisations in the area.
Letters of application with full c.v. and names and addresses of two referees direct to the headteacher at the school. S.a.e. please. (40763) 133818

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SIR GILBERT CLAUGHTON SCHOOL
Blowers Green Road, Dudley, West Mids. DY2 8UZ
(12-18 co-ed. comp. Group 10)
Required September, 1987 well-qualified full-time or part-time TEACHER OF MUSIC to take charge of subject. Scale 2 may be available for suitably qualified and experienced applicant. Primary experience would be an advantage, although not essential.
Details/Application forms from and returnable to Headteacher. (Dudley 52906) WITHOUT DELAY. (41287) 133820

Scale 1 Posts

AVON COUNTY
MONKS PARK SCHOOL
Filton Road, Bristol BS7 0XZ
(Mixed Comprehensive - 1250 pupils)
Required from 1st September 1987, a part-time (7/10) teacher of Music to join a team of Integrated Arts Teachers to teach a range of ages in a creative music approach.
Letters of application to the Headteacher immediately giving full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of [illegible] sexual orientation. (11?01) 133822

BARNSLEY
METROPLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September or January:
TEACHER/PERFORMER OF VIOLA, to teach in the Authority's schools and Music Centres and to take part in demonstration concerts for children. (Scale 1 for qualified and experienced teachers.)
Application should be made by letter to the Education Officer, Berneslai Close, Barnsley S70 2HS, giving curriculum vitae and two referees by 17 July. (38562) 133822

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. MARY'S R.C. (M)
Woburn Road, Croydon CR0 2AB
Tel: 01-686 3837/9
Required an enthusiastic teacher to take all ages and abilities to GCSE level in this 11-16 years mixed Catholic School.
Full or Part time considered.
Salary: Scale 1.
Tenable: September 1987.
Please apply to the Headmaster.
Closing date: 1 week after the appearance of this advert. (11093) 133822

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (11026) 133822

DUDLEY
SIR GILBERT CLAUGHTON TEACHER OF MUSIC
See under Scale 2 Music (38701) 133822

HAMPSHIRE
DEANERY SCHOOL
Marsh Lane, Southampton SO1 1EX
(Small 12-16 Multi-cultural Comprehensive)
Required September Scale 1 temporary teacher of Music to G.C.S.E. level. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to school for full details. Application letter to Head with C.V. and names of two educational referees as soon as possible. (38748) 133822

HARROW
EDUCATION COMMITTEE
HARROW EDUCATION INSTRUMENTAL SERVICE
Education Dept., P.O. Box 22, Civic Centre, Harrow Middx. HA1 2UN
Tel: 01-863 5611, Ext. 2756
FULL TIME TEACHER OF WOODWIND - BASSOON SPECIALIST SCALE ONE
Required from September 1987 or as soon as possible afterwards, a qualified teacher of Woodwind with Bassoon as the principal instrument, to teach in both Middle and High Schools. Harrow is committed to a policy of group instrumental teaching. For this position an energetic, imaginative professional is sought to join our team of permanent staff and be prepared to play a full part in exciting new curricular initiatives. There is considerable scope for personal and professional development within the service.
Outer London Allowance Payable.
Application forms from and to be returned to the above office by July 15th.
Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (11538) 133822

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt
(920 on roll, including 140 in sixth forms)
Required for September, this 5 f.e. co-educational school, Honours Graduate to teach MUSIC and MATHEMATICS.
Willingness to assist busy Director of Music with busy programme of out-of-class ensembles and choirs essential.
Salary: Burnham Scale 1 plus London Fringe Allowance.
Letters of application (no forms), with curriculum vitae and names of two referees, to the Headmaster from whom further information
(s.a.e. please).
The Authority operates a generous recruitment incentive scheme. (11214) 133822

HERTFORDSHIRE
MID-HERTS MUSIC CENTRE
Wellfield Road, Hatfield
Tel: 65862
Instrumental staff required September, 1987, to teach Cello (1/5th) and Woodwind (10/10ths) working in the Welwyn Garden City/Hatfield
Application forms [illegible] Centre [illegible]

SECONDARY MUSIC
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road, Hayes UB3 2SE
Number on roll: 905, Sixth Form 77
Headteacher: F.B. Lawrence, B.Sc.
Part-time (0.6) Music Teacher (Scale 1) to assist with class music teaching in years 1-3. Each class has one double period of music each week, and classes in the 3rd form are divided into groups of less than 20. Hayes Manor has a good stock of class-room instruments, including a number of Yamaha Portasounds, Silver Burdett materials, the Island logic 'Music System' and Mapados Recorder Tutor are also available.
The person appointed will be encouraged to take a full part in the life of the school both inside and outside the music department.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (38684) 133822

ISLE OF WIGHT
EDUCATION SERVICE
1. Required for September 1987, or as soon as possible thereafter, FULL TIME PERCUSSION TEACHER (Scale 1) to teach in Middle and High Schools.
A scheme of Relocation Expenses is operative for this post.
2. Required for September 1987, for one term only, TEMPORARY WOODWIND TEACHER (Scale 1) to teach in Middle and High Schools. Clarinet/Saxophone specialist preferred.
For BOTH POSTS additional duties at the County Music Centre will be available for suitable candidates. Essential Car Allowance payable.
Application forms available from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom completed forms should be returned by 15th July, 1987. (SAE please). (11178) 133822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WANSTEAD HIGH SCHOOL
Redbridge Lane West, London, Wanstead E11
Tel: 989 2791/6937/9755
Headteacher: Mr D.T. Challen, M.A.
Required for September 1987:
A Scale 1 teacher of Music to share the teaching at all levels including GCSE and A level and to take an active part in a department with a thriving wind band, orchestra, choir, recorder group etc. An interest in practical classroom work including the use of electronic instruments would be an advantage. Pianist preferred.
Wanstead High School is a mixed, comprehensive school (1330 on roll including 210 in the sixth form).
Please apply immediately in writing to the Head Teacher at the School, giving full details of qualifications and experience (if any) and the names, addresses and telephone number of 2 professional referees.
Removal and relocation expenses (up to £3,850) are payable in approved cases.
London Weighting (£795). (11171) 133822

COUNTY EDUCATION DEPARTMENT
The Woodroffe School – Rhode Hill Boarding House
Resident Assistant Houseparent (D1139X00)
Required for September at this boarding house for girls' aged 11 to 19. The post requires enthusiasm, drive, untiring patience and understanding and a high standard of care and concern.
Hours of duty 46 per week during the school term.
A clean driving licence is essential and you must be aged over 21.
Self contained single accommodation is provided for which a charge is made for rent and rates.
Salary DCC1 £5,655 per annum by annual increments to £6,786 per annum with a sleeping-in allowance of £11.22 per night when rostered on duty.
Informal enquiries welcome, telephone Lyme Regis 2236.
Application form and further details from The Staffing Officer, Education Department, County Hall, Dorchester, Tel: Dorchester 204375 returnable to The Head Teacher, Rhode Hill House, Uplyme, Lyme Regis, Dorset DT7 3UF by 17 July 1987.
(02834)
DORSET County Council

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS SCHOOL
Oxford Road, Thame OX9 2AQ
11-18 Mixed Comprehensive. Roll 1850 (250 in 6th form)
Required for September 1987, a temporary Music teacher to cover maternity leave. Scale 1 or 2 depending on experience. Mainly lower school (years 1 to 3) teaching GCSE work possible for suitable applicant, also part-time possible.
Application form and further details from the Principal on receipt of SAE.
An Equal Opportunity Employer. (11417) 133822

WEST MIDLAND
OLD SWINDON HOSPITAL SCHOOL
Stourbridge
Founded 1667
500 Boys 11 - 18 Mainly boarders
150 in the Sixth Form
Young Musician wanted for September 1987 for one year to act as Assistant to the Director of Music. Candidates do not have to be qualified teachers, as this is not a classroom teaching post, but they will be expected to help in all areas in a busy and flourishing department. The ability to cope with the choir; orchestra; brass, string and woodwind ensembles is necessary and individual coaching of most instruments could be available. Accommodation during term time is free with meals provided. A willingness to become involved in the life of a boarding school is essential. Further details from the Headmaster to whom applications should be sent (no forms) together with the names of two referees as soon as possible. Old Swinford Hospital, Stourbridge, West Midlands DY8 1QX. Tel: Stourbridge 370025. Or from the Director of Music on Stourbridge 379617. (38717) 133822

WEST SUSSEX
EDUCATIONAL DEPARTMENT
FULLTIME INSTRUMENTAL TEACHER (WOODWIND)
NORTH EAST AREA
Burnham Scale 1 plus London Fringe Allowance
Required for September 1987 a qualified teacher of woodwind to teach in a small number of middle and secondary schools in the Crawley area of the county.
Applicants must be proficient clarinetists and flautists.
Opportunities for work at the West Sussex Music Centre may occur.
Appropriate car user allowance will be paid.
Application form and further details available from the Director of Education, Personal Section, County Hall, West Street, Chichester, West Sussex PO19 1RF (s.a.e. please) or Tel: Mrs Carol Vigor on Chichester 777763. (04699) 133822

PLEASE MENTION THE T.E.S.
when replying to advertisements

Pastoral

Scale 2 Posts and above

HARINGEY
HIGHGATE WOOD SCHOOL
Montenotte Road, Hornsey, London N8 8RN
Tel: 340-1771, 348-2627 348-2527
Group 11 Mixed Comprehensive 11 - 18
1,060 pupils - 100 in 6th Form
Head: James M. Smith, M.A.
Application forms and further details of the following post (s.a.e. please) are available from the Head of the School, to whom completed forms should be returned by 13th July 1987.
HEAD OF YEAR - SCALE 4
An experienced teacher with sound social, academic and organisational skills is sought to lead a pastoral team of 8 tutors and to be responsible for some 200 pupils in this mixed, multi-cultural school. The successful candidate will be expected to contribute to a Personal, Social and Health Education course (PSHE).
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (11526) 134020

Scale 1 Posts

WEST MIDLANDS
OLD SWINFORD HOSPITAL SCHOOL
Stourbridge
Founded 1667
500 Boys 11 - 18 Mainly boarders
150 in the Sixth Form
There is a vacancy for a person, who need not be a trained teacher, to help with the boarding side of the school outside normal school hours. The post is for one year initially. There is a small salary for the work and a modern two bedroomed flat is available free of rent and rates, with free meals in term time. The main part of the school teaching day is available for the person's own work which could be other employment or research. Interested candidates should apply in writing (no forms) directly to the Headmaster at once. Old Swinford Hospital, Stourbridge, West Midlands, DY8 1QX. Tel: Stourbridge 370025. (38716) 134022

Physical Education

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
LEISTONE HIGH SCHOOL
Seaward Avenue, Leiston IP16 4BG
13-18, Roll 589
Required for January 1988, a teacher to act as Second-in-Department with particular responsibility for Girls' Physical Education, Scale 2.
Application forms and further details available from the Headteacher of the school concerned (s.a.e. please) to whom they should be returned no later than Friday, July 17th. (11045) 134220

Scale 1 Posts

AVON COUNTY
COUNTY COUNCIL
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(11 - 18 Mixed Comprehensive NOR 1380)
Required from 1st September 1987, a teacher of Games and Religious Studies to teach across the full ability and age range.
Further details from and letters of application to the Headteacher by 10th July 1987, giving full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race disability or sexual orientation. (40775) 134222

BEDFORDSHIRE
EDUCATION SERVICE
SANDY UPPER SCHOOL
Engaine Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80598
Required for September 1987, for the academic year 1987/88 only in the first instance, a temporary teacher of History, scale one. Familiarity with S.C.H.P. welcome.
It is essential that a second subject is offered and qualifications to teach Girls P.E. would be a strong recommendation.
Application from part-time teachers will be considered.
Please apply immediately by letter to the Headmaster for an application form and further details, SAE please and giving the names and addresses of two referees and a full curriculum vitae.
Bedfordshire is an equal [illegible]

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1511)
Required for September 1987:
A suitably qualified, enthusiastic and energetic teacher to teach Girls' Physical Education. The school has a strong sporting tradition and commitment to extra-curricular activities is essential. Scale 1 plus £1,215 per annum Inner London Allowance.
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1393)
Required for September 1987:
Assistant teacher of Boys' Physical Education. Scale 1 plus £1,215 per annum Inner London Allowance. Appointment would suit College leaver.
Reimbursement of removal expenses in approved cases for both posts.
Apply in writing for the above 2 posts immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (11118) 134222

BEDFORSHIRE
EDUCATION SERVICE
EDWARD PEAKE MIDDLE SCHOOL
Potton Road, Biggleswade, Bedfordshire
Tel: Biggleswade 313613
Required for September 1987, a Teacher of boys PE - Scale One Candidates should offer a strong subsidiary subject.
Application forms and further details from the Headmaster. SAE please.
Bedfordshire is an Equal Opportunities Employer. (11036) 134222

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
BRAKERHALE SCHOOL
Rectory Lane, Bracknell
Tel: Bracknell 423041
NOR: 900
Reqiored September 1987, a teacher of Boys P.E. and Games (Scale 1) well-equipped department, sports hall, close links with Bracknell sports centre. Interest in outdoor pursuits and added recommendation.
Applications by letter giving 2 referees. Please phone for further details and informal visit.
No closing date.
An Equal Opportunity Employer. (11237) 134222

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
THE BROOKSBANK SCHOOL
Victoria Road, Elland HX5 0QG
Ref. EDS/3246
Required from August 1987 for one year only a temporary teacher of GIRLS PHYSICAL EDUCATION (Scale 1) to teach throughout the school. An interest in dance essential.
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned, quoting post reference number by 15th July 1987.
The Council is committed to being an equal opportunities employer and service provider. (38367) 134222

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough PE3 8DF
Tel: Peterborough 266975
Principal: Mr. J. L. Gribble, B.A., M.Ed.
Bretton Woods Community School opened in 1977. It is committed to the promotion of comprehensive values and the development of community education
Group 11
Required for September 1987:-
Teacher of Physical Education - Scale 1. A teacher who is enthusiastic, committed and dynamic in approach - to join a faculty of specialist staff. The faculty has excellent facilities, promote mixed P.E. and specialist skills in hockey, athletics and swimming will be valued in applicants. This position offers an excellent opportunity for newly qualified members of staff with initiative to seek an exciting and fulfilling start to their career. The faculty operates through a collective approach to management responsibilities. The successful candidate will serve as a tutor with responsibilities for student counselling and teaching social education, and is likely to display an energetic commitment to teaching in a community school and to exhibit a firm but sensitive approach to student behaviour.
Further details and an application form available from the Principal at the above address (s.a.e.). Closing date 17th July, 1987. (40768) 134222

EAST SUSSEX
CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive Mixed, 11-18
Roll: 1500
From September: Teacher of Physical Education (Scale 1).
Relocation grants in approved cases.
Application forms (sae please) from and returnable to [illegible]

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. MARY'S R.C. (M)
Woburn Road, Croydon CR0 2AB
Tel: 01-686 3837/9
A Girl's P.E. teacher required to take all ages for games and P.E. at this 11-16 mixed Catholic School. Full or Part-time considered.
Salary: Scale 1.
Tenable: September 1987.
Please apply to the Head Teacher for further details and application forms.
Closing date: 1 week after the appearance of this advert. (11094) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Required from September 1987, Integrated Humanities teacher, with a willingness to contribute to girls' Physical Education. For more information see under Secondary Humanities Scale 1 posts. (11517) 134222

ENFIELD
(LONDON BOROUGH OF ENFIELD)
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Tel: 01-360 3158
Roll 1300 Mixed
Required September 1987:- Teacher of GIRLS' PHYSICAL EDUCATION (Scale 1) to join this well-established comprehensive school close to Green Belt.
Excellent opportunity for new entrant to the profession. Vacancy due to promotion of present holder to Head of Department post.
London Allowance, £795.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom they should be returned immediately.
An equal opportunity employer. (11520) 134222

HAMPSHIRE
BRUNE PARK SCHOOL
Military Road, Gosport, Hants PO12 3BU
11-16 mixed Comprehensive
Required September Scale 1 teacher of PHYSICAL EDUCATION (with Dance)
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster s.a.e. please, as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (38736) 134222

DRUMMOND MIDDLE SCHOOL, Drummond Road, Bradford BD8 8DA
Required for September 1987, by this inner-city Group 7 Middle School:–
(1) A SPECIALIST TEACHER FOR GIRLS PHYSICAL EDUCATION, SCALE 1 + SPA (ONE YEAR TEMPORARY). Major responsibility will be the teaching of third and fourth year girls, but some involvement with first and second year classes will be expected *Ref. ET91587/TES*
(2) GENERAL SUBJECTS TEACHER to work largely within the third year age group, offering a range of 'core' subjects to include Mathematics, Humanities and English. This is a temporary (one year) Scale 1 + SPA post covering the secondment of a permanent member of staff. *Ref. ET91687/TES*
Further details may be obtained and arrangements to visit the school can be made by contacting the Headteacher on Bradford 43260.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Mr L Hall, at the school. (Please enclose supporting letter) by 15th July 1987.

BECKFOOT GRAMMAR SCHOOL, Wagon Lane, Bingley
BD16 1EE. Headteacher John D Anderson MA
Mixed 13-16 Comprehensive School with 967 on roll and 100 in the Sixth Form.
(1) *PERMANENT TEACHER (SCALE 1) OF PHYSICAL EDUCATION* required for September 1987 at this school set near the Dales. An enthusiastic, qualified person is sought to work mainly with girls and having particular interest in netball and dance. The post is vacant because of the promotion of the existing postholder to Head of Department in another school. *Ref. ET89087/TES*
(2) SCALE 1 TEACHER OF ART required for September 1987 for one year at this school set near the Dales. This is an exciting opportunity to join an innovatory Department. We are committed to an effective visual experience across the curriculum. *Ref. ET90487/TES*

BELLE VUE GIRLS SCHOOL, Thorn Lane, Bingley Road, Bradford BD9 6NA
(1) TEACHER OF OFFICE ARTS/TECHNOLOGY (SCALE 1) required for September 1987 or as soon as possible. We require someone who can share in and develop the work of this thriving department, which is well-resourced. You will teach skill-based courses throughout the school. An ability to teach typing and office practice is essential, as is a willingness to become involved in ITEC. The department organises a variety of courses including one-year and two-year sixth, culminating in RSA qualifications. A commitment to multi-cultural and girls' education is essential. Applicants will be expected to take part in the schools pastoral programme. *Ref. ET90187/TES*
(2) LIVELY AND ENTHUSIASTIC TEACHER OF SCIENCE AND/OR TECHNOLOGY required for September 1987 or as soon as possible thereafter due to exciting new initiatives in the school. A background in technology or engineering is desirable and a knowledge of mechanics, electronics, micro-electronics or computers would be an advantage in order to contribute to the development of new modular science courses and to forge links with other technology courses in the school. Part-time or job-share applicants are welcome to apply. A commitment to multi-*cultural and girls education is essential. Applicants will be* expected to take part in the schools pastoral programme. Scale 1. *Ref. ET90287/TES*

NAB WOOD GRAMMAR SCHOOL, Cottingley New Road, Bingley, West Yorkshire BD16 1TZ
This is a 13-18 Co-educational Comprehensive School with 980 students on roll (160 in sixth form). The school was opened in 1974. It has excellent accommodation and an attractive situation.
Required for September 1987:—
TEACHER OF PHYSICAL EDUCATION (BOYS). The PE Department is vigorous and successful and enjoys outstanding 'Sports Centre' accommodation and facilities. We are looking for a well qualified teacher who will bring high standards and real enthusiasm to their work within the curriculum and in extra curriculum activities. Scale 1 permanent post. Please send SAE. *Ref. ET71387/TES*

ST JOSEPH'S COLLEGE, Bradford, West Yorkshire BD8 7AP
RC Voluntary Aided 13-19 Girls Comprehensive School. 835 on roll including 219 in Sixth Form.
TEACHER OF IT/MATHEMATICS required for 1 September 1987. The post is Scale 1 and permanent. You will be expected to play a significant role in the development of IT and CAL across the curriculum and teach mathematics across the age and ability range in a well organised, supportive department of six teachers. Applications are welcome from new entrants to the profession. *Ref. ET91287/TES*

Application forms and further details for above posts are available from the Headteacher, at the school concerned to whom completed forms should be returned by 15th July 1987.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.
City of Bradford Metropolitan Council

SECONDARY PHYSICAL EDUCATION
continued

ESSEX
GABLE HALL SCHOOL
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford-le-Hope 671526
(Roll-1200) 11-16
PHYSICAL EDUCATION (BOYS) SCALE 1
Required September 1987.
Specialist teacher with responsibility for Boys' Physical Education.
London Fringe Allowance.
Relocation allowance payable in approved cases.
Apply in writing with two referees and curriculum vitae and stamped addressed envelope.

THE GREENSWARD SCHOOL
Greensward Lane, Hockley SS5 5HG
Tel: Southend 202571
(Roll-935)
TEACHER OF BOYS P.E.
Required as soon as possible.
A full-time teacher of Boys P.E. Second subject desirable.
Application forms and further details obtainable from the *Headmaster (s.a.e. please).*

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
Tel: SLH 641001
(Roll-900) 6 F.E. 11-16
TEACHER OF BOYS' P.E.
Scale 1
Required September 1987.
To join an excellent department to teach Physical Education throughout the school. Facilities include Sports Hall, Gymnasium, Hard Court Areas and extensive playing fields.
Further details and application form available from Headteacher.

ST. JOHN PAYNE SCHOOL
Patching Hall Lane, Chelmsford CM1 4DJ
Tel: Chelmsford 354009
(Roll-1000)
ASSISTANT TEACHER OF GIRLS' P.E. Scale 1
Required September 1987.
Netball coaching an advantage. Practising Catholic preferred.
Application forms can be obtained from School Secretary. (38300) 134222

HAMPSHIRE
CANTELL SCHOOL
Violet Road, Southampton SO2 3GJ
(12-16 NOR 887)
Required September Scale 1 Teacher of P.E. Applicants should be prepared to teach all aspects of P.E. Currently in Girls' P.E. Department but mixed in future. We pursue a policy of equality of opportunity. Applications particularly welcomed from people with disabilities.
S.A.E. to school for full details.
Application by letter to head with C.V. and names of two educational referees as soon as possible.
(38747) 134222

HERTFORDSHIRE
MONK'S WALK SCHOOL
Knightsfield, Welwyn Garden City AL8 7NL
Tel: 322846
950 on roll - 11-18 Mixed - All-ability
Required for September, 1987, in a developing and thriving Department an able and enthusiastic teacher (Scale 1) of boys' PE and Games. Applicants should be able to teach Soccer, Basketball, Cricket and Athletics. Successful candidates should also be able to teach Integrated Science, preferably to GCSE level.
Generous removal expenses, including mortgage subsidy, in approved cases.
Fringe allowance of £309 p.a. payable.
Letters of application to the Headmaster at the school as soon as possible enclosing a c.v. and the names, status and addresses of 2 referees.
(41296) 134222

HERTFORDSHIRE
ST. MARY'S HIGH SCHOOL (CHURCH OF ENGLAND)
Churchgate, Cheshunt, Herts. EN8 9ED
GROUP 10
All ability School 870 pupils (Boys & girls 11-18) including 120 in Sixth Form
Required for September 1987, a TEACHER OF BOYS' PHYSICAL EDUCATION throughout the school (Scale 1). The P.E. Department is successful in a wide range of sports and the candidate's special interests will be fully utilised. Some general subjects teaching will be useful.
London Fringe Allowance payable.
Applications with full curriculum vitae and details of two referees to the Headmaster at the School as soon as possible. Further information may be obtained by ringing Waltham Cross (0992) 29124 during school hours.
The Authority operates a generous recruitment incentive scheme. (11217) 134222

HUMBERSIDE
EDUCATION COMMITTEE GRIMSBY DIVISION WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby DN34 5TE
Required for September 1987, a temporary Scale 1 teacher of physical education to boys, in this 12-16 mixed school, during the secondment of the Head of Department.
The school is pleasantly situated on the outskirts of Grimsby and the excellent PE facilities include two Gymnasia and a large Sports Hall.
Application forms and further information are obtainable from the Head Teacher at the school (on receipt of sae) to whom completed forms should be returned by 13th July 1987.
Humberside County Council — Working towards Equal Opportunities.
(38672) 134222

HERTFORDSHIRE
FEARNHILL SCHOOL
Icknield Way, Letchworth, Herts. SG6 4BA
Group 10 800 mixed 11-18
Acting Head: Mr. R.J. Dix-Pincott
Required for September a male P.E. specialist to assist in a department of 4. Fearnhill School is a newly purpose built mixed comprehensive school with excellent facilities both indoors and out. The main sports on the boys side are rugby, soccer, basketball, cricket and athletics with a movement base in gymnastics.
The post is created from enhanced staffing to the school as part of its involvement in the prestigious Education 2000 Project. The post will be for 1 year in the first instance, but could be extended for the duration of the Project which is three years.
The successful applicant will be encouraged to participate in all aspects of the department including extra-curricular activities, outdoor pursuits and minor sports.
Apply by letter to the Headmaster at the School, enclosing c.v. and names of two referees; for further details phone (0462) 677111. (11231) 134222

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN HIGH SCHOOL
Douglas, Isle of Man
(11-18 Co-Educational Comprehensive - 1150 on roll)
TEACHER OF BOYS P.E. (Scale 1)
Required for September 1987 or as soon as possible thereafter, a teacher of Boys' P.E. (Scale 1) to share the work throughout the school. Ability to teach English would be an advantage.
Letters of application giving full curriculum vitae and the names and addresses of two referees to the Headmaster, Ballakermeen High School by 10th July 1987. Further details can be obtained by telephoning the Headmaster on (0624) 73958/9. (38664) 134222

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT EAST KENT AREA
FRANK HOOKER SECONDARY SCHOOL
Knight Avenue, Canterbury CT2 8QA
Group 10, N.S. TVEI School
Required Sept. 1987 if possible or Jan. 1988, Scale 1 teacher of PE to teach Boys' Games. Interest in Soccer an advantage.
Apply to the Head Teacher at the school s.a.s.p.

HARTSDOWN SCHOOL
George V Avenue, Margate CT9 5RE
Group 10, N.S. - Mixed
Required Sept. 1987, Scale 1 teacher to teach Physical Education and Leisure Pursuits. Knowledge of Netball and Hockey and ability to teach Dance essential. Gymnasium and extensive Sports Field and off site facilities available.
Please apply by letter and CV to the Head Teacher (SAE please).

KING ETHELBERT SCHOOL
Canterbury Road, Birchington-on-Sea CT7 9BL
Required Sept. 1987, Assistant Teacher of Boys' Physical Education, Scale 1 at this Group 10, non-selective, co-ed school. Applications from college leavers considered.
Please apply to the Headmaster at the school, from whom further details and application forms are available.
(11311) 134222

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL SCHOOL
Wragby Road, Lincoln LN2 4PN
Group 12 - Roll 1320.
Required for September 1987, a well qualified teacher of Physical Education to join a strong Faculty. A wide interest in boys physical education is required. Enthusiasm for outdoor pursuits will be an advantage.
Application forms and further details available from the Headmaster at the School, (SAE please). Closing date 17 July 1987. (38783) 134222

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HELLESDON HIGH SCHOOL
Middletons Lane, Hellesdon, Norwich NR6 5SB
Required for September 1987 (or January 1988) a Scale 1 teacher of P.E. (boys).
Letters of application with full C.V. and names and addresses of two referees direct to the Headteacher at the school, s.a.e. please. (40751) 134222

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEWETT SCHOOL
Cecil Road, Norwich NR1 2PL
Headmaster: Dr W. Roy, C.B.E., B.Sc.(Econ)
Required for September 1987, Scale 1 Specialist teacher of physical education (boys). Excellent facilities, three gymnasiums, heated swimming ppool, extensive playing fields and G.C.S.E. course. Applications welcomed from new qualified and experienced teachers. Scale 1 Post.
Applications containing c.v. and other details should be sent to the Headmaster at the schools as soon as possible.
(38785) 134222

NORTHAMPTONSHIRE
CORBY LODGE PARK SCHOOL
Shetland Way, Corby, Northants. NN17 2JN
Required September 1987 or as soon as possible thereafter, a TEACHER OF GIRLS' PHYSICAL EDUCATION.
An all-rounder is sought, with an interest in Dance essential. The successful applicant would be expected to play a full part in the department's extra-curricular programme.
Facilities at this 11-18 comprehensive include a Sports Hall, gymnasium and games hall with comprehensive outdoor facilities catering for all major games.
Job description and school details from the School. Please Tel: Corby (0536) 203817 as soon as possible.
Northamptonshire welcomes applications regardless *of marital status, sex,* race and disability.
(11124) 134222

SHROPSHIRE
FITZALAN SCHOOL
Upper Brook Street, Oswestry, Shropshire SY11 2TQ
Tel: Oswestry 652389
11-16 mixed comprehensive school
Required for September 1987, Temporary, full-time Scale 1 Teacher of P.E. with strengths in Movement, Dance, Netball and Hockey and able to teach English. Facilities include games hall, adjacent playing fields and use of local swimming pool.
Application forms and details from the Head (SAE Required). (38491) 134222

STAFFORDSHIRE
BLYTHE BRIDGE HIGH SCHOOL
Cheadle Road, Blythe Bridge, Stoke on Trent
Required for September, 1987 a Scale 1 teacher of Girls' PHYSICAL EDUCATION. The successful candidate must be able to teach all winter and summer games, dance and gymnastics. Extra-curricular work is a requirement of the post.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

WOODHOUSE HIGH SCHOOL
Highfield Avenue, Amington, Tamworth B77 3JB
Required for September 1987 at this mixed 11-18 comprehensive school, Teacher of Girls' PHYSICAL EDUCATION (Scale 1) to join lively and successful department enjoying excellent facilities.
Application by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster, from whom further details are available.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40752) 134222

SURREY
EDUCATION COMMITTEE HEATHSIDE SCHOOL
Brooklands Lane, Weybridge, Surrey
12-16 Mixed Comp. 612 on roll
Required for September 1987 a Scale 1 temporary teacher of BOYS P.E., initially for 1 term but possibly longer.
Details and application forms from the Headteacher: Tel: Weybridge 46162. (11151) 134222

SUTTON
WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required in September 1987 at this Voluntary Aided School a Physical Education specialist (Scale 1) to teach throughout the School. An ability to contribute to the teaching of Maths would be an advantage.
The School of 740 boys has a selective intake of high ability and a 6th Form of 150 boys all studying 'A' Level. The school provides first class sporting facilities, including a covered, heated, half Olympic swimming pool, squash courts, a large gymnasium and on site playing fields.
The post would require a high level of P.E. specialisation. Football, and Athletics rank highly in the School's provision and an ability to take charge of either Football or Athletics will be a strong recommendation.
Applications and full curriculum vitae, names and addresses of two referees to be addressed to the Headmaster at the School to arrive not later than Wednesday 8th July 1987.
(41183) 134222

METROPOLITAN BOROUGH OF WOLVERHAMPTON

EDUCATION COMMITTEE
MOSELEY PARK SCHOOL
RE-ADVERTISEMENT
HEAD OF SPECIAL NEEDS — SCALE 3

Required from 1 January 1988.
The department has been developing along interesting lines and an experienced, thoughtful teacher is looked for. This is an 11-16 mixed comprehensive school situated in well equipped purpose built accommodation, on the eastern side of the borough. It has a pupil roll of about 1204.

SPECIAL EDUCATION AND SERVICES
KINGSTON HALL SCHOOL
TEACHER FOR PHYSICAL EDUCATION — SCALE 1 + SSA

A teacher is required to join the staff of this Residential School which presently caters for 40 boys in the 8-16 age range, who have special educational needs in the area of mild learning difficulties. The person appointed would be responsible for the programme of Physical Education and Outdoor Pursuits throughout the school. No residential duties would be involved.

WULFRUN BRIDGING COURSE
CO-ORDINATOR FOR PROGRAMMES FOR SPECIAL SCHOOL LEAVERS — SCALE 3 + SCA

An experienced teacher is required for January 1988 to lead a well established team of teachers and to contribute to curriculum development for students with a variety of special educational needs. The successful applicant should have experience of teaching leavers groups in Special Schools and an interest in developments in Further Education.

Application forms and further particulars are obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to be returned within 14 days of this advertisement.

Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation or responsibility for dependents.

(02687)

WOLVERHAMPTON
the pace setter

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF PHYSICAL EDUCATION
Scale 1
Required September, 1987, an energetic and well qualified teacher of Physical Education and Games. The present postholder has taken a particular interest in soccer, canoeing and outdoor activities but we are looking for an applicant with a range of skills and willing to take charge of mixed as well as single six activities. Excellent facilities are available.
For further details and application form, please send S.A.E. to the Headteacher, Brownhills Community School, Deakin Avenue, Brownhills, Walsall, West Midlands.
Closing Date: 15th July, 1987.
Walsall is an Equal *Opportunity* Employer.
(38271) 134222

WARWICKSHIRE
NEWBOLD GRANGE HIGH SCHOOL
Newbold-on-Avon, Rugby CV21 1EH
(1) Required for September, a fully qualified teacher of GIRLS' PHYSICAL EDUCATION. The department has excellent facilities and the post is suitable for an enthusiastic and committed probationer or an experienced teacher. In addition to an interest in team games and club activities, we are seeking to appoint a person who will be able to contribute to TVEI development in recreational, health and creative activities. Preference will be given to candidates who can offer Art as a second subject.
(2) Required for September, a fully qualified teacher of BOYS' PHYSICAL EDUCATION. The department has excellent facilities and the post is suitable for an enthusiastic and committed probationer or an experienced teacher. In addition to an interest in team games and club activities, we are seeking to appoint a person who will be able to contribute to TVEI development in recreational, health and creative activities. Preference will be given to candidates who can also offer Humanities and Special Needs.
Applications, in writing, enclosing curriculum vitae and the names and addresses of two professional referees to Mr D.M. Turbayne, Headteacher, Newbold Grange High School, Newbold-on-Avon, Rugby CV21 1EH. Tel: Rugby 2355. To be received as soon as possible and no later than 10th July.
Warwickshire is an equal opportunities employer. (38576) 134222

Religious Education

Scale 2 Posts and above

ENFIELD
(LONDON BOROUGH OF ENFIELD)
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx, EN1 1HQ
Tel: 01-360 3158
Roll 1300 Mixed
Required September, to cover maternity leave, temporary teacher of RELIGIOUS EDUCATION, Scale 2 available for suitable candidate.
London Allowance, £795.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.
An equal opportunity employer. (11523) 134420

Scale 1 Posts

AVON COUNTY
COUNTY COUNCIL
ST. BRENDAN'S RC SIXTH FORM COLLEGE
Broomhill Road, Brislington, Bristol BS4 5RQ
Required from 1st September 1987, a Graduate to teach Theology to A-Level plus GCSE, and in the General courses followed by all students. An extensive range of theology courses are available and the department also makes a significant contribution to adult courses in Avon.
Whilst a Catholic candidate may be preferred, other things being equal, applications are welcomed from members of the other mainstream Christian Churches. Fixed Term Contract 31st August 1988.
Letters of application to the Headteacher giving full cv and names of two referees, enclosing sae.
Avon is an Equal Opportunities.

CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(11 - 18 Mixed Comprehensive NOR 1550)
Please see under Physical Education [illegible] 134422

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for September 1987, temporary to cover one year secondment, a teacher of Religious Education, Scale 1 to share in teaching years 1 to 5 including GCSE [illegible] Practising Catholic essential.
Application forms available from and returnable to the Headmistress. S.A.E. please. Closing date 15.7.87.
Bedfordshire is an Equal Opportunities Employer.
(11038) 134[illegible]

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead
Tel: Maidenhead 33007
NOR: 950
Required September 1987 Scale 1 full-time Teacher for Religious Education with one or two subsidiary subjects. In this 6 f.e. co-educational comprehensive school.
Please apply immediately to the Headteacher with c.v. or equivalent information, stating subsidiary subjects and naming two referees. No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (11238) 134[illegible]

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SIR GILBERT CLAUGHTON SCHOOL
Blowers Green Road, Dudley, West Midlands DY2 8UZ
(12-18 co-ed. comp. Group 10)
Required September 1987 well qualified TEACHER OF RELIGIOUS STUDIES (Scale 1) to join thriving department.
Details/Application forms from and returnable to Headteacher WITHOUT DELAY (Dudley [illegible])
(41289) 134[illegible]

ENFIELD
(LONDON BOROUGH OF ENFIELD)
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Tel: 01-360 3158
Roll 1300 Mixed
Required September, to cover maternity leave, temporary teacher of RELIGIOUS EDUCATION. Scale 2 for suitable candidate.
For further information see under Religious Education Scale 2 Posts. (11524) 134[illegible]

HERTFORDSHIRE
MONKS WALK SCHOOL
Please see under English. Scale 1 posts. (11078) 134[illegible]

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT EAST KENT AREA
ST ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
11-18 mixed NOR 805
Governors wish to appoint for Sept. 1987, teacher of Religious Education (Scale 1). Enthusiastic and suitably qualified practising Catholic required to join team of [illegible] ists. To teach throughout school to GCSE and A level. Interest in liturgy and community related work helpful.
Apply by letter with CV and full details of 3 referees including Parish Priest to the Headmaster. (11312) 134[illegible]

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Hollyfield Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 2657
No. on roll: 1000 co-ed. 11-18 years
For September 1987, a qualified teacher of RELIGIOUS STUDIES is required to join an enthusiastic and innovative Department. GCSE examination work as well as 'A' level available.
Scale 1 post. London Allowance £795.
Please apply immediately in writing to the Headteacher at the school enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.
AN EQUAL OPPORTUNITY EMPLOYER. (11169) 134[illegible]

LONDON W12
BURLINGTON DANES SCHOOL
Wood Lane, London W12
Tel: 01-743 2182
Voluntary Aided C of E
Roll 1,080
Required for September 1987 lively and enthusiastic teacher of Religious Studies [illegible] to teach this subject throughout this C of E school.
Letters of application and full c.v. and the names of 2 referees should be sent to the Headteacher as soon as possible. (11408) [illegible]

SECONDARY RELIGIOUS EDUCATION
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: P.A. Kaye
Number on Roll: 1700
TEMPORARY TEACHER OF RELIGIOUS EDUCATION
Scale 1
Required September 1987 to teach Religious Education in this multi-racial school for the duration of maternity leave.
Please state additional teaching subject.
London Allowance £1,215.
Application form and further details (s.a.e.) available from The Head Teacher to whom completed forms should be returned by 14th July 1987.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
AN EQUAL OPPORTUNITY AUTHORITY. (40745) 134422

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
OAKWOOD/ HEY COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 504 on roll
Required for September, 1987
ASSISTANT TEACHER - SCALE 1 or 2
Required for Religious Education Scale 1 or 2 depending upon experience to be responsible for R.C. as part of the personal education programme. Commitment to a multi-faith approach is essential.
Closing date: as soon as possible.
Curriculum vitae and details of two persons for reference to the Head Teacher of the school, Cranworth Road, Rotherham S65 1LN. Tel: Rotherham 365537 from whom further information can be obtained.
G. Crane, Director of Personnel Resources.
(11139) 134422

STAFFORDSHIRE
CANNOCK CHASE HIGH SCHOOL
Hednesford Road, Cannock WS11 1JT
11-18 Comprehensive
Required for September 1987 Graduate teacher of RELIGIOUS EDUCATION (Scale 1) to teach up to and including 'A' level courses. The Humanities Department is a large one in this 11-18 school and candidates should state their subsidiary subjects.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40759) 134422

SUFFOLK
COUNTY COUNCIL
SIR JOHN LEMAN HIGH SCHOOL
Ringsfield Road, Beccles NR34 9PQ
13-18; Roll 938
Required from September 1987, a teacher of Religious Education with some Humanities. The post is permanent but a one term or one year appointment would be possible.
Application forms and further details available from the Headteacher of the School concerned (s.a.e. please) to whom they should be returned.
(11249) 134422

SURREY
EDUCATION COMMITTEE
FRANCE HILL SCHOOL
Watchetts Drive, Camberley GU15 2PQ
11-18 mixed comprehensive, NOR 1250 (including 180 in 6th form)
Required for September 1987, a RELIGIOUS STUDIES Specialist, Scale 1, for one year while the Head of Department is seconded to the County. A teacher is sought who is able to offer RS at least to GCSE in a very thriving and supportive department.
Further details and application form from the Headmaster. Tel: Camberley [illegible]. (11149) 134422

WAKEFIELD
Please see display advertisement Page 50.
(11165) 134422

Science

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION
[illegible] COMPREHENSIVE SCHOOL
Doncaster Road, Scunthorpe, South Humberside DN15 7DF
Required for September 1987 or January 1988 an enthusiastic HEAD OF PHYSICS TEACHER Scale 2 to take responsibility for co-ordinating the work of a well equipped, successful department.
A willingness to contribute to developments in Information Technology and to be involved in the T.V.E.I. project is important.
Application forms and further details may be obtained from the Head Teacher at the school, to whom completed forms should be returned no later than 17th July 1987.
Humberside County Council — Working towards equal opportunities. (38785) 134818

DORSET
ST. EDWARD'S CATHOLIC SCHOOL
Dale Valley Road, Poole BH15 3HY
(age range 12-16 mixed, N.O.R. 460)
Required for January 1988. HEAD OF SCIENCE (Scale 4). Applications are invited from well qualified, experienced and committed Catholic teachers. The Head of Science will be responsible for developing the contribution of Science to the whole curriculum. Currently Physics, Chemistry, Biology and Applied Science are offered to GCSE level. To reflect the seniority of this post in a small, successful and well ordered school, the person appointed will also contribute a whole school management role. This post will thus be attractive to an enthusiastic Scientist with a background in Physics, Chemistry or Biology who wishes to gain broad management experience. It will be a demanding role but provide an excellent career opportunity in a beatufil part of the country.
Further details and application forms available from the Headmaster on receipt of s.a.e. Closing date 14th July, 1987.
(38646) 134818

HARINGEY
HIGHGATE WOOD SCHOOL
Montenotte Road, Hornsey, London N8 8RN
Tel: 340 1771 or 348 2627
Group 11 Mixed Comprehensive 11-18, 1060 pupils 100 in 6th Form
Head: James M. Smith, M.A.
HEAD OF LOWER SCHOOL SCIENCE - Scale 2
A well qualified Scientist is sought to be responsible for the Junior Science course in Years 1 and 2. There will be scope to assist in the development of the Science curriculum in the context of brand new specialist premises due to be occupied in October 1987.
Application forms and further details of the following post (s.a.e. please) are available from the Head of the School, to whom completed forms should be returned by 13th July 1987.
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have. (11528) 134818

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HARLINGTON SCHOOL
Pinkwell Lane, Hayes UB3 1PB
Number on roll: 904, Sixth Form 88
Headteacher: T.B. McCulley, M.A.
Required for January 1988, an enthusiastic well qualified science teacher to lead a department committed to a modular approach based on process skills.
Nuffield 13 to 16 science is taught from year 3 to GCSE level single certificate. The more able pupils at present take 2 separate sciences in years 4 and 5 to GCSE but it is intended to develop the modular science course as a double certification in the near future.
All three sciences enjoy good sized 'A' level groups with courses based on the various Nuffield schemes.
The department is housed in 6 laboratories serviced by an excellent team of technicians.
Further details and application form from the Headmaster.
Outer London Allowance Payable.
(38683) 134818

LONDON SW1
GREY COAT HOSPITAL
Greycoat Place, Westminster SW1P 2DY
Voluntary-Aided Church of England Split-Site Comprehensive School
(900 girls 11-18 years)
REQUIRED FOR JANUARY, 1988 Scale 4 Head of Science.
A forward-looking, experienced graduate is needed to head a thriving department teaching in 8 laboratories, serviced currently by 4 full-time technicians.
Changes towards G.C.S.E. Combined Science are currently under discussion for possible adoption in 1989/90. Please state your teaching specialism.
Apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees.
(11405) 134818

NORTH TYNESIDE
NORTH TYNESIDE COUNCIL EDUCATION COMMITTEE RE-ADVERTISEMENT
WILLINGTON HIGH SCHOOL
Churchill Street, Wallsend, Tyne and Wear NE28 7TN
(13-18)
Required for 1st January 1988.
Scale 3 (currently) HEAD OF PHYSICS. An ability to teach G.C.E. 'A' level successfully and a commitment to integrated science are essential.
Application forms are available on receipt of s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (11116) 134818

WALSALL
METROPOLITAN BOROUGH COUNCIL
HEAD OF PHYSICS
Scale 3
Required September, 1987, or as soon as possible thereafter. The school has nine well equipped laboratories and has had additional TVEI funding over the last two years. An interest in electronics, integrated science and links with Technology are essential.
For further details and an application form, please send S.A.E. to the Headteacher, Willenhall Comprehensive School, Furzebank Way, Willinghall, West Midlands.
Closing Date: 17th July, 1987.
Walsall is an Equal Opportunity Employer.
(38699) 134818

WALSALL
METROPOLITAN BOROUGH COUNCIL
HEAD OF BOYS' PHYSICAL EDUCATION DEPARTMENT
Scale 3
Required September, 1987, or January, 1988, an enthusiastic and committed teacher of Physical Education, to lead a very successful department in this large 7 form entry comprehensive school. The school has excellent facilities for Physical Education including a swimming pool, 2 gymnasia, recently remodelled sports hall and extensive playing fields.
For an application form and further details, please send S.A.E. to the Head Teacher, Aldridge Community School, Tynings Lane, Aldridge, Walsall, West Midlands.
Closing Date: 17th July, 1987.
Walsall is an Equal Opportunity Employer.
(11503) 134818

WILTSHIRE
PEWSEY VALE SCHOOL
Wilcot Road, Pewsey, Wilts. SN9 5EW
(Tel: Marlborough 63481)
11-16 Comprehensive Mixed. (No. on R. 535)
SCIENCE: HEAD OF FACULTY (SCALE 3)
WILTSHIRE
Required for January, 1988, a HEAD OF SCIENCE FACULTY to lead a successful Faculty presently teaching courses leading to G.C.S.E. Science (single and double certificates), and Agricultural Science, who will further develop a high level of involvement in local and national initiatives. The Faculty makes a significant input to a new J.U.P.V.E. course and will be closely involved in T.V.E.I. extension.
Further details and application forms available from the Headteacher at the school. SAE please.
Closing date July 17th 1987.
Wiltshire is an equal opportunity employer.
(11075) 134818

Scale 2 Posts and above

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GREENWAY SCHOOL
The Greenway, Uxbridge UB8 2PR
Number on roll: 787, Sixth Form 47
Headteacher: M.B. Trowell, M.A., B.Sc.
Required as soon as possible, a well qualified and experienced Physicist to be responsible for the subject within the Science Department (Scale 2/3).
The responsibility will include the Physics content of Lower School Integrated Science, Third Year Physics, GCSE Physics and well subscribed Upper and Lower Sixth 'A' Level Physics course.
Physics is a strong and popular subject within Science and it is hoped to appoint a candidate who is anxious to continue the development of the subject with flair and enthusiasm.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (38682) 134820

WORKING *FOR* DERBYSHIRE

Application forms and further details (SAE please) for the following teaching posts from the Head unless otherwise stated. Closing date for these posts 17 July 1987, unless otherwise stated.

NURSERY

Head of Nursery Unit NE/168/37/P
Scale 2
Teacher to set up this new nursery unit.
Ingersall Primary School, Green Road, Ingersall, Chesterfield, S43 3SE (Chesterfield 472370).

Nursery Teacher AE/83/29/P
Scale 2
Teacher responsible for the Nursery Department.
Grange Primary School, Station Road, Long Eaton, Nottingham, NG10 2DG (Nottingham 734958) (5-11, NOR 281).

PRIMARY

Headship CO/42/37/P
Group 2
Ridgeway Primary School, Main Road, Ridgeway, Sheffield, S12 3XR (Chesterfield 436249) (5-11, NOR 90)
Application forms from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG (X/1JK/GL) (Tel Matlock 3411 ext 6455)

Infant Teacher NE/189/32/P
Scale 1
Teacher for reception and initially to co-ordinate the Infant Department.
Anthony Bek Primary School, Rotherham Road, Pleasley, Mansfield, Notts, NG19 7PG (Mansfield 810365) (5-11, NOR 203).

Primary Teacher SD/36/368
Scale 1
St Margarets RC Primary School, Glossop Road, Gamesley, Glossop, Derbyshire, SK14 6HB (Glossop 5818) (3-11, NOR 143).

SECONDARY

Maths/Economics NE/249/37
Scale 1
Teacher able to offer Maths/Economics to 'A' level.
Netherthorpe School, Netherthorpe, Staveley, Chesterfield, Derbyshire (Chesterfield 472220) (11-18, NOR 612).

Head of CDT HW/84/23
Scale 3
Glossop School, Talbot Road, Glossop, Derbyshire, SK13 8DR (Glossop 63336) (11-18, NOR 1094)

General Subjects NE/250/37
Scale 1
Eckington School, Dronfield Road, Eckington, Sheffield, S31 9BR (Chesterfield 432849) (11-18, NOR 1428)

History/Geography NE/229/37
Scale 1
Teacher able to offer History with some Geography throughout the ability and age range.
St Helens School, Sheffield Road, Chesterfield, Derbyshire, S41 7LN (Chesterfield 32840) (13-18, NOR 871)

Girls PE/PSE DS/329/36
Scale 1
Noel Baker School, Bracknell Drive, Alvaston, Derby, DE2 0BR (Derby DE2 0BR) (11-18, NOR 1604)

In Charge of Music AE/202/35
Scale 1/2
Aldercar School, Daltons Close, Langley Mill, Nottingham, NG16 4HL (Langley Mill 712477) (11-18, NOR 752).

1 Heads of PSE - Scale 2 NE/202/34
2 Special Needs - Scale 1 NE/204/34
3 Girls PE - Scale 1 NE/202/34
Tibshelf School, High Street, Tibshelf, Derby, DE55PP (Ripley 872391) (11-18, NOR 547)

1 Modern Languages - Scale 1 NE/207/34
2 Biology - Scale 1 - Teacher able to offer Biology to A level and lower school maths NE/178/32
3 Special Needs - Scale 1 - In year one and two, (suitable for a primary trained teacher) NE/227/35
Bolsover School, Moorscre Lane, Bolsover, Chesterfield, Derbys, S44 6XA (Chesterfield 822105) (11-18, NOR 1195)

1 Boys PE - Scale 1 - with an interest in outdoor education NE/199/34
2 Music - Scale 1 - With some art and general subjects NE/243/37
Eckington School, Dronfield Road, Eckington, Sheffield, S31 9BR (Chesterfield 432849) (11-18, NOR 1428)

SPECIAL

Maths/Special Needs DS/256/36
Scale 1 + SSA
Maths teacher required to teach primarily across the secondary age range at Cedar Grove, a special unit for 37 children who for a variety of personal, emotional and physical reasons are unable to attend mainstream schools. An interest in computer studies.
Cedar Grove, Newtons Walk, Bromley Street, Derby, DE3 1HL (Derby 43838)

COMMUNITY

Community Tutor C/37/38/P
Scale 2 (JNC Conditions)
For the Dronfield North group of Primary Schools
Holmesdale Infants School, The Avenue, Dronfield, Sheffield, S18 6LR (Chesterfield 413794)

Community Tutor C/37/16
Scale 2 (JNC Conditions)
Tutor shared between Langley Mill Junior, Aldercar Infant and Aldercar Secondary Schools.
Aldercar School, Daltons Close, Langley Mill, Nottingham, NG16 4HL (Langley Mill 712477)

Community Tutor C/37/17
Scale 2 (JNC Conditions)
For the North Wingfield Group of Primary Schools.
Deincourt School, Chesterfield Road, North Wingfield, Chesterfield, Derbys (Chesterfield 851206)

Community Teacher C/37/33/P
Scale 1 (0.5)
Teacher shared between Sawley Infant and Junior Schools for community based projects.
Sawley Junior School, Wilmot Street, Sawley, Long Eaton, Notts, NG10 3DQ (Nottingham 733628)

Community Teacher C/37/34/P
Scale 1 (0.5)
Teacher prepared to teach a variety of subjects throughout the school. Some sessions negotiable.
Brampton Junior School, School Board Lane, Chesterfield, Derbys, S40 1DD (Chesterfield 32817)

Community Tutor C/37/35/P
Scale 1 (0.5)
To develop community education in Temple Normanton, Arkwright and Calow Primary Schools.
Temple Normanton Primary School, Elm Street, Temple Normanton, Chesterfield, S42 5DW (Chesterfield 850389)

EDUCATION FOR ALL

Education for all Project Leader CO/35/34
Group 7 Headship equivalent
The Authority is to appoint one Project leader who under the direction of the Project Director, will be responsible for the establishment, development and evaluation of the Curriculum Development Project in a group of about six secondary schools. The project brief will be to develop a whole school approach to the multi-racial composition of our society and the countering of racism. The project will be of two or three years duration although combined employment with the Authority is offered to the successful applicant. Car travelling allowance will be paid.
Application forms and further details from the Director of Education, County Offices, Matlock, Derbyshire. DE4 3AG (EA/AJ) (Matlock 3411 ext 6549).
Closing date - 10 July 1987.

* "Derbyshire has made proposals to reorganise post-primary provision in 1989 in the Derby area to establish 11-16 schools and 2 tertiary colleges. All teachers appointed to posts indicated * will continue in employment with the Authority after Notices are approved. However in order to assist in the arrangements for appointments at the time of reorganisation they may need to be temporary to school in question".

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability.

(16876)

DERBYSHIRE County Council
Supports Nuclear Free Zones

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term 1987
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date 13 July unless otherwise stated.

Primary

Scale 2 – Nursery Teacher
HIGHFIELD PRIMARY SCHOOL
Candleby Lane, Cotgrave, Nottingham, NG12 3JG
Roll 261
An experienced Nursery Teacher is required to lead a newly created nursery with the assistance of a nursery nurse.

Scale 1 – English as a Second Language
SCOTHOLME PRIMARY SCHOOL
Fisher Street, Hyson Green, Nottingham, NG7 6FJ
Roll 300 (including Nursery)
Required to teach throughout the primary age range in this inner city school. S.P.A. payable

Secondary

Group 11 – Deputy Head Teacher
HARTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts, S80 1AN.
Mixed. 1035 (11-18)
A suitably qualified and experienced teacher is required for January to be principally responsible for the curriculum. This is a re advertisement and previous applicants are encouraged to re-apply.

Scale 1 – Geography/Integrated Humanities
NORTH BORDER COMPREHENSIVE SCHOOL
Whitehouse Road, Bircotes, Doncaster, DN11 8EF.
Mixed: 550 (11-18)
The successful candidate should be able to teach across the full age and ability range

Scale 1 – Physics
SHERWOOD HALL UPPER SCHOOL
Stuart Avenue, Forest Town, Mansfield, Notts, NG19 0AB.
Mixed. 1000. (13-18)
Required to teach to 16+ level

Scale 1 – Religious Education
TRINITY R.C. (AIDED) COMPREHENSIVE SCHOOL
Beechdale Road, Aspley, Nottingham, NG8 3EZ.
Mixed 600 (11-18)
Required to teach to 'O' and 'A' level standard.

Special

Scale 1 (+ Special Schools Allowance) – Teacher of the Deaf
EWING SCHOOL RESOURCE CENTRE FOR THE HEARING IMPAIRED
Mansfield Road, Sherwood, Nottingham, NG5 3FN.
Roll. 30 (Primary)
A suitably qualified teacher is required to be responsible for an infant class.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Cleveland County Council

An equal opportunities employer.
Closing date: 13th July, 1987 unless otherwise stated.

APPLICATION FORMS AND FURTHER DETAILS FOR THE UNDER-MENTIONED POSTS OBTAINABLE FROM AND RETURNABLE TO THE HEAD TEACHER/PRINCIPAL AT THE SCHOOL/COLLEGE. APPLICATIONS BY LETTER SHOULD INCLUDE DETAILS OF EDUCATION, TRAINING, QUALIFICATIONS AND EXPERIENCE, TOGETHER WITH THE NAMES AND ADDRESSES OF TWO REFEREES. FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.

SECONDARY SCHOOLS

BRIERTON SCHOOL (11-16 mixed comprehensive, 1322 on roll), Catcote Road, Hartlepool, Cleveland TS25 4AB (Tel. Hartlepool 265711).

SCALE 1 ENGLISH
Required for September, 1987, a well qualified teacher to teach throughout this 11-16 school. Opportunity for G.C.S.E. work.

SARAH METCALFE SCHOOL (11-16 mixed comprehensive, 669 on roll), Burns Road, Teesville East, South Bank, Cleveland TS6 9AW (Tel. Middlesbrough 466101).

SCALE 1 CERAMICS/ART
Required for September, 1987, a well qualified and experienced teacher of Ceramics/Art.

WEST REDCAR SCHOOL
SCALE 1 DRAMA
Required for September, 1987, a qualified teacher of Drama to work with the scale 2 post holder for this subject in the Creative and Practical Faculty of this new school.

APPLICATIONS TO THE HEAD TEACHER DESIGNATE, C/O SALTSCAR SCHOOL, CORPORATION ROAD, REDCAR, CLEVELAND TS10 1HA (TEL. REDCAR 484997).

SIXTH FORM COLLEGE

ACKLAM SIXTH FORM COLLEGE (374 on roll), Acklam, Middlesbrough, Cleveland TS5 7DY (Tel. Middlesbrough 814381).

SCALE 2 PHYSICS
Required for September, 1987 to be second in department and to teach at all levels up to 'A' Level (Nuffield). An interest in microtechnology would be an advantage.

APPLICATIONS BY LETTER IN THE FIRST INSTANCE TO THE PRINCIPAL IMMEDIATELY.

SECONDARY SCIENCE
continued

HAMPSHIRE

THE HURST COMMUNITY SCHOOL
Brimpton Road, Baughurst, Basingstoke RG26 5NL
11-16 Mixed Community Comprehensive
N.O.R. 1100
Required January 1988. Basic Scale. + £1,000 Allowance.
Teacher in Charge of Upper School GCSE Science at work and to participate in the teaching of lower School Science. Year 3 Physics. and Chemistry.
Letter of application of Headteacher.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(38750) 134820

HAVERING

LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Brackendale Gardens, Upminster RM14 3UX
Tel: Upminster 22960
(Roll 970 Mixed Sixth Form 100)
Headteacher: L.K.M. Bonny, M.Ed., F.C.P.
Required for September 1987 graduate teacher of Physics capable of teaching to A level preferably with Computer Studies as an additional subject. A Scale 2 post could be available for a suitable candidate.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 27th June 1987.
(11510) 134820

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
BROCKHILL AND ST. LEONARD'S SCHOOL
Sandling Road, Saltwood, Kent CT21 4HL
Required for January 1988 (or earlier if possible) teacher Scale 2 equivalent of Physical Sciences.
Full details of post and school available from Headteacher. (11513) 134820

LINCOLNSHIRE

LINCOLN CHRIST'S HOSPITAL SCHOOL
Wragby Road, Lincoln LN2 4PM
Group 12 - Roll 1320
Ref: T623
Required for September 1987, an enthusiastic Science graduate to teach Biology within a strong and successful Science Faculty. Scale 2 may be available for suitable applicant.
SAE to Head for form and details. Closing date 17 July 1987. (38787) 134820

ROTHERHAM

METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
SPURLEY HEY COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 504 on roll
Required for September, 1987 or as soon as possible thereafter
ASSISTANT TEACHER - SCALE 3
Required for Biology, to take responsibility for the subject and co-ordinate the cross-curricular Health Education Programme and dynamic enough to help develop the curriculum in a School which is part of the T.V.E.I. Extension Project.
Closing date: as soon as possible.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LN. Tel: Rotherham 365537 from whom further information can be obtained.
G. Crane, Director of Personnel Resources.
(11126) 134820

Scale 1 Posts

AVON COUNTY

BACKWELL SCHOOL
Backwell, Bristol BS19 3PB
Required for 1st September 1987, a teacher of Physics. Ability to teach up to and including A-level essential. Lower School Science work is being integrated. 4th and 5th Year courses are separate Sciences at present.
Further details from and letters of application to the Headteacher giving full cv.

MARLWOOD SCHOOL
Vattingstone Lane, Alveston, Bristol BS12 2LA
(11-18 Comprehensive, 1099 on roll)
Teacher of Biology up to A-Level, required from 1st September 1987 to cover secondment. Timetable includes Junior Science. Fixed term contract to 31 August 1988.
Further details from and letters of application to the Acting Headteacher as soon as possible, giving full cv and names of two referees.
Avon is an Equal Opportunities Employer considering applicants on their suitability for the post, regardless of [illegible] orientation. (11117) 134822

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING & DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1393)
Required for September 1987:
A Scientist to contribute to the work of a large, successful department in this T.V.E.I. school. The department offers broadly based integrated courses, in addition to individual sciences, up to GCE Advanced level. Scale 1 plus £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (11119) 134822

BERKSHIRE

READING SCHOOL
Erleigh Road, Reading RG1 5LW
NOR: 620
Required for September 1987 a Teacher of Chemistry (Scale 1).
Reading School is a maintained boys Grammar School of 620 pupils, including 150 in the Sixth Form and 120 boarders. The post involves teaching Chemistry to 'A' level. A willingness to help with Games or C.C.F. would be welcome.
A temporary part-time appointment could be considered.
Full details of the post and the School available from the Headmaster, to whom application should be made as soon as possible (no forms).
Closing date: 10th July.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (38461) 134822

BERKSHIRE

ASHMEAD SCHOOL
Northumberland Avenue, Reading RG2 8DJ
(11-18 Boy's Comprehensive)
Required for September 1987, Teacher of Science (Scale 1). The successful applicant will be required to make a contribution to the teaching of Combined Science courses throughout the age and ability range. An ability to teach mathematics is desirable but not essential.
Letter of application and C.V. should be forwarded to the Head.
Closing date: 10 July 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41299) 134822

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Required for September 1987, or January 1988, a Science teacher, primarily of Chemistry, Scale 1, to work within a well-resourced and well-established Science Department. A newly-qualified applicant would be welcome and would receive every support. However, a temporary appointment would also be a possibility and, for this, applicants offering Biology/Physics would be considered.
Telephone school immediately. (03017) 134822

BUCKINGHAMSHIRE

Equal Opportunity Employer
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JE
Tel: 06284 3752
Headteacher: Mr G. Hunter, B.A.
NOR: 710
Required for September 1987 a qualified full-time teacher of Science to teach in this co-educational 12-17 Secondary School. The Science Department is lively and forward looking and a teacher committed to a programme of balanced science for all peoples across the ability range is sought. The post would be suitable for an experienced teacher or a new entrant to the profession.
Letter of application with names and addresses of two referees together with full c.v. including phone numbers at which applicants can be contacted should be sent to the Headmaster at the school.
(11550) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
HIPPERHOLME AND LIGHTCLIFFE HIGH SCHOOL
Stoney Lane, Lightcliffe, Halifax HX3 8TD
Ref: EDS/3242
Required from September 1987 for one year only a temporary teacher of SCIENCE (Scale 1) to teach to GCSE level. CHEMISTRY specialist preferred.
Application forms for the above post must be obtained from the Headteacher (large SAE please) to whom completed forms should be returned, quoting post reference number by 18th July 1987.
The Council is committed to being an equal opportunities employer and service provider.
(38868) 134822

DEVON

COUNTY COUNCIL
Please see display advertisement Page 56. (11111) 134822

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. MARY'S R.C. (M)
Woburn Road, Croydon CR0 2AB
Tel: 01-686 3837/9
General Science/Physics teacher required to teach across all ages and abilities to GCSE level in this 11-16 years mixed Catholic School.
Salary: Scale 1.
Tenable: September 1987.
Please apply to the Head Teacher for further information and application forms.
Closing date: 1 week after the appearance of this advertisement.
(11095) 134822

ENFIELD

(LONDON BOROUGH OF ENFIELD)
BROOMFIELD SCHOOL,
Wilmer Way, Southgate, London N14
Roll 1400
Required September, well-qualified teacher of Science, Scale 1, to join a large, progressive department.
The successful applicant will be required to teach COMBINED SCIENCE in the Lower School and INTEGRATED SCIENCE in years 4 and 5. Specialist work in 'A' level groups may be available in Biology, Chemistry or Physics for a suitably qualified candidate. Although a Physicist or Biologist is preferred, a teacher with enthusiasm and commitment to science education as a whole is needed.
The Department is well-resourced and the School has excellent facilities.
London Allowance, £795.
Application forms and details (large SAE) obtainable from the Headmaster at the School, to whom they should be returned as soon as possible.
An equal opportunity employer. (11522) 134822

HAMPSHIRE

SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
Tel: Horndean 594325
(12-18 mixed comprehensive - 1439 on roll)
Headteacher: Mr Morgan
Required September 1987, assistant teacher for PHYSICS/GENERAL SCIENCE. Applications from well qualified candidates welcomed. Scale 1. Closing date 10th July 1987.
Please apply to Headteacher, enclosing s.a.e. for further details and application form.
We pursue a policy of *equality of opportunity*. Applications are particularly invited from people with disabilities.
(38800) 134822

HAVERING

LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for September 1987, a Scale 1 teacher of Biology to join a large and successful Department teaching to A level. Sanders Draper School is five minutes walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to Headteacher.
(11508) 134822

HERTFORDSHIRE

FEARNHILL SCHOOL
Icknield Way, Letchworth, Hitchin SG6 4BA
Group 10 800 mixed 11-18
Acting Head: Mr. R.J. Dix-Pincott
Required for September 1987 a science teacher (Scale 1) to join a large science team as part of staffing enhancement for the Education 2000 Project and TVEI Extension. The post will be for one year in the first instance, but could be extended as these projects develop. 'A' level teaching is available in any one of the main sciences for a suitably qualified cadidate. The school is well-equipped with seven science and one technology laboratories, plus exceptional information technology facilities including on-site staff training. Apply by letter to the Headmaster at the school, enclosing c.v. and names of two referees; for further details phone (0462) 677711.
(11225) 134822

HERTFORDSHIRE

GOFFS SCHOOL
Goffs Lane, Cheshunt, Herts.
(920 on roll, including 140 in Sixth Form).
Required for September at this 8 f.e. co-educational school.
TEACHER of SCIENCE Scale 1 plus London Fringe.
Possibility eventually of more teaching of separate sciences (Biology, Social Biology, Chemistry, Physics taught to A Level).
Ability and willingness to contribute to extra-curricular activities an advantage. The Authority operates a generous recruitment incentive scheme.
Letters of applications (no forms), with curriculum vitae and names and addresses of two referees please, to Headmaster from whom further information available (s.a.e. please). (11203) 134822

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road, Hayes UB3 2SE
Number on roll: 905. Sixth Form 77
Headteacher: P.B. Lawrence, B.Sc.
Required for September, a graduate Scientist (Scale 1) to teach at all levels throughout the school in a modern well-equipped department. Combined Science is taught in years 1-3 with GCSE modular and specialist subject courses available to years 4 and 5 as part of the core curriculum. 'A' level courses in all sciences are well-established.
The school is taking part in the Borough TVEI programme, to which the department contributes an Industrial Chemistry GCSE course.
This post would provide an excellent opportunity for a new entrant to the profession, who would be joining a department where mutual support and discussion form the basis for progress.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (38685) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM GRAMMAR SCHOOL FOR BOYS
PHYSICAL SCIENCE graduate as soon as possible to teach Chemistry, at least to G.C.S.E., and an integrated science curriculum in the Lower School. Opportunity to teach Physics or other individual interests.
Details obtainable on request.
Applications, by letter naming two referees, to The Headmaster, Chatham Grammar School for Boys, Holcombe, Maidstone Road, Chatham, Kent ME4 6JB.
Tel: Medway [illegible] 830083. (11314) 134822

LINCOLNSHIRE

QUEEN ELEANOR SCHOOL
Green Lane, Stamford
(Group 10 - Roll 700)
Required for September 1987 an assistant teacher of Science subjects to join this new school, to be formed following the closure of the Exeter and Fane secondary modern schools. Scale 1. Candidates should be prepared to teach across the ability range and should be able to offer Physics as a specialism.
Further details and letter of application from: [illegible] Stoneman, Head-Designate, The New Stamford Comprehensive School, c/o Stamford College, Drift Road, Stamford, Lincs.
Closing date, 11.7.87. (40769) 134822

NEWHAM

LONDON BOROUGH OF NEWHAM
SARAH BONNELL SCHOOL
Deanery Road, London E15 4LP
Head Teacher: Mrs. C.B. Goodhill
Number on Roll: Approx [illegible] (girls)
PHYSICS TEACHER Scale 1
Required September 1987. An enthusiastic and well qualified teacher is required to teach Physics to examination classes and General Science in the lower school.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 14 July 1987. Director of Education, Education Offices, 379/385 High Street, Stratford E15 4RB.
(38712) 134822

NORTH YORKSHIRE

KING JAMES' SCHOOL
King James' Road, Knaresborough HG5 8EB
11-18 Comprehensive - 1300 on roll, 200 in sixth form
Teacher of SCIENCE, Scale 1
Required for September 1987, a Teacher of SCIENCE Scale 1 to teach CHEMISTRY/BIOLOGY up to GCSE and to teach Combined Science in the lower school. The range and balance of work is open to negotiation in relation to individual applications which should be made by letter to the Headmaster at the school including a full curriculum vitae and the names and addresses of two referees.
Further details of the post and the school on request (SAE please). Closing date 17.7.87. (38281) 134822

SANDWELL

METROPOLITAN BOROUGH COUNCIL
SHIRELAND HIGH SCHOOL
(11-16 Comprehensive)
Required for September 1987.
SCIENCE - Scale 1.
Ability to teach Biology upto GCSE level an advantage.
Apply immediately by letter stating full curriculum vitae and names and addresses of two referees to Head Teacher, Shireland High School, Waterloo Road, West Smethwick, Warley, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (38698) 134822

SECONDARY SCIENCE
continued

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(11-16 Mixed Comprehensive - 1040 pupils)
Headmaster: J.R.W. Oliver, M.A.
Required for September 1987, a teacher of PHYSICS, Scale 1 (plus £795 Outer London Allowance) to teach Nuffield Physics to GCSE and combined science to the junior years. This is an opportunity to join a forward-looking Department in a TVEI School which is expanding fast. The school, which is in a very pleasant area and with its grounds extending to the bank of the Thames, is within easy reach of central London.
Applicants may telephone (01-943 0033) for information about the post and the school.
Please apply immediately by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referee. (38735) 134822

STAFFORDSHIRE

CANNOCK CHASE HIGH SCHOOL
Hednesford Road, Cannock WS11 1JT
11-18 Comprehensive
Well qualified and enthusiastic teacher of SCIENCE (Scale 1) required. The successful candidate will be expected to teach lower school Science and Physics to G.C.S.E. and G.C.E. 'A' Levels.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

FRIARY GRANGE SCHOOL
Eastern Avenue, Lichfield WS13 7EW
Required for September, 1987 an assistant teacher for BIOLOGY and SCIENCE (Scale 1). The school has a strong Science Department with good facilities.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

GLASCOTE COMPREHENSIVE SCHOOL
Silver Link Road, Tamworth B77 2EA
Required for September for this 11-18 school which opened in 1980 and enjoys excellent, modern facilities: teacher of CHEMISTRY and SCIENCE (Scale 1). The ability to teach to Advanced Level would be an advantage.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (40751) 134822

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT

Teaching Vacancies

Applications are invited for the following posts to commence as soon as possible.

Cefn Hengoed Comprehensive School, Caldicot Road, Winch Wen, Swansea SA1 7HX. *(Mixed)* (1,168 on Roll) (Age Range 11–16)

1. Teacher of Business Studies. The successful candidate must possess the full range of office skills and will be expected to contribute to the teaching of *Career/Social* Education. Scale 1. (Post Ref: 1:25:87)

2. Teacher of English. Ability to assist in the teaching of Business Studies would be advantageous. Scale 1. *This is a temporary post for one year only.* (Post Ref: 2:25:87).

Cymer Afan Comprehensive School, School Road, Cymmer, Nr. Port Talbot, SA13 3EL. (Mixed) (482 on Roll) (Age Range 11–16)

Community Tutor required to further the development of Continuing education in the Communities of the Upper Afan Valley. The Community Tutor's working week will involve day time, evening and weekend sessions. The total number of sessions worked should not be less than ten per week of which four may be evening sessions. The Conditions of Service will be in accordance with the Joint Negotiating Committee for Youth Workers and Community Centre Wardens with a salary scale equivalent to Burnham Primary and Secondary Teachers. Scale 4. (Post Ref: 3:25:87).

Clun Primary School, Clyne, Nr. Neath, SA11 4BW. (Mixed) (82 on Roll) (Age Range 3–11)

Enthusiastic Primary teacher to take charge of an Infants' class initially. An interest in developing computer studies would be advantageous. Scale 1. (Post Ref: 4:25:87).

Gnoll Primary School, Knoll Park Road, Neath, SA11 3BW. (Mixed) (300 + Nursery on Roll) Age Range 3+–11+)

Experienced, enthusiastic teacher required, with an interest, experience and qualification in Science teaching. Ability to take Games would be advantageous. Scale 2. (Post Ref: 5:25:87)

Llangyfelach Primary School, Pengros Road, Llangyfelach, Swansea SA5 7JE. (Mixed) (139 on roll) (Age Range 3–11)

Part-time Relief Teacher (0.4) required for Top Junior age group. Scale 1. *This is a temporary post for one year.* (Post Ref: 6:25:87).

Oystermouth Primary School, Newton Road, Mumbles, Swansea SA3 4BE. (Mixed) (202 on roll) (Age Range 3–11)

Well qualified and enthusiastic assistant teacher required for the Junior department. The successful candidate should be prepared to contribute fully to the whole school experience. Ability to assist with Boys' Games and experience in the use of computers is desirable. Scale 2. (Post Ref: 7:25:87).

Application forms and further particulars are available from the appropriate school concerned on receipt of a large stamped addressed envelope, quoting the post reference.

The closing date for the receipt of completed application forms is Thursday, 16th July 1987.

STATES OF GUERNSEY

STATES EDUCATION COUNCIL
LA MARE DE CARTERET SECONDARY SCHOOL
SCALE I GENERAL SCIENCE TEACHER
Required for the period 1st September, 1987 to 31st August, 1988, a Scale I teacher of General Science.
Application forms and further details are available from the Director of Education, Education Department, P.O. Box 32, La Couperderie, Street, Peter Port, Guernsey (Tel: 0481 710821) to whom completed forms should be returned by Thursday, 16th July, 1987. (38016) 134822

STOCKPORT

Requried from 1st Sepember 1987 or as soon as possible ttherealter
TEACHER - PHYSICS
(Temporary 1 year)
Scale 1 Ref: 3183
STOCKPORT SCHOOL
Mile End Lane, Stockport SK2 6BW
Tel: 061-483 3622
A suitably qualified and experienced teacher required to teach physics up to G.C.S.E. level.
Applicatin forms and further details obtainable from and returnable to the Headteacher at the school quoting reference by 10th July 1987.
Stockport is An Equal Opportunities Employer.
(38276) 134822

SUFFOLK

COUNTY COUNCIL
SIR JOHN LEMAN HIGH SCHOOL
Ringsfield Road, Beccles NR34 9PG
13-18; Roll 938
Required from September 1987, a teacher of Biology, Scale 1 for a one term appointment until 31st December, 1987. The Science Department is large and active.
Application forms and further details available from the Headteacher of the school concerned (s.a.e please) to whom they should be returned.
(11247) 134822

SURREY

EDUCATION COMMITTEE
RYDENS SCHOOL
Hersham Road, Walton-on-Thames, Surrey KT12 5PY
12-18 Mixed Comp. 1200 on roll
Required for September 1987, for 1 term only a teacher of BIOLOGY. The science Department is very strong and has an excellent record of success up to and including Advanced level.
Application forms and further details from the Headteacher Tel: Walton 242994.
(11159) 134822

SURREY

EDUCATION COMMITTEE
FARNHAM HEATH END SCHOOL
Hale Reeds, Farnham, Surrey GU9 9BN
(12-16 mixed comprehensive - 880 on roll)
BIOLOGY Teacher, Scale 1 required from early September 1987 for approximately one term, to cover for teacher on maternity leave.
Application forms and further details available from Headteacher (SAE please) to whom completed forms and letter of application should be returned as soon as possible.
(11228) 134822

SUTTON

LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington SM6 0PH.
Tel: 01-647 2380
BIOLOGY - SCALE 1
Required for September, an assistant in the Biology Department to teach to GCSE and Advanced Level, with the possibility of some Junior Science.
Applications to the Headteacher, with c.v. and names and addresses of two referees.
(11158) 134822

WAKEFIELD

Please see display advertisement Page 50. (11162) 134822

WALSALL

METROPOLITAN BOROUGH COUNCIL
TEACHER OF BIOLOGY AND SCIENCE
Scale 1
Required for September, 1987, to teach the subject to G.C.S.E. level. The timetable will include elements of General Science in the lower school.
For an application form and further details please send S.A.E. to the Head Teacher, Barr Beacon Community School, Old Hall Lane, Aldridge, Walsall, West Midlands.
Closing Date: 17th July, 1987.
Walsall is an Equal Opportunity Employer.
(11504) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
THE OLDERSHAW SCHOOL
Valkyrie Road, Wallasey, Wirral L45 4RJ
(11-18 Co-educational Comprehensive School with 1100 pupils on roll)
TEACHER OF BIOLOGY - SCALE 1
Required for September 1987 a Biology teacher to teach throughout the age and ability range up to examination level. There is the possibility of 'A' level work for a suitably qualified teacher.
Apply immediately in writing to the Headmaster giving full curriculum vitae and the names and addresses of two referees.
TEACHER OF SCIENCE - SCALE 1
Required for 1st September, 1987.
To teach across the full age and ability range up to examination level. Modular Science is being introduced in the Upper School and the successful candidate will play a full part in the development of the course.
Please apply immediately by letter and with full curriculum vitae to the Headmaster. (11555) 134822

WALSALL

METROPOLITAN BOROUGH COUNCIL
TEACHER OF BIOLOGY AND GENERAL SCIENCE
Scale 1
Required September, 1987. The post offers examination work up to G.C.S.E. level in both Biology and Science together with a substantial commitment to Lower School Science. New entrants to the profession are invited to apply.
For an application form and further details, please send S.A.E. to the Head Teacher, Shire Oak School, Lichfield Road, Walsall Wood, Walsall, West Midlands.
Closing Date: 17th July, 1987.
Walsall is an Equal Opportunity Employer.
(11502) 134822

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

SECONDARY SCHOOL VACANCIES

LONGDENDALE COUNTY HIGH SCHOOL
(11–16 Co-Ed. Comprehensive). Mr. D. R. Matthews M.A., Headteacher, Spring Street, off Market Street, Hollingworth, Via Hyde, SK14 8LP.
Assistant Teacher Scale 3 – Physical Sciences with responsibility for Chemistry and the organisation of modular courses across the Science department.

TWO TREES COUNTY HIGH SCHOOL
(11–16 Co-Ed. Comprehensive). Mr. D. J. Hampson B.A., B.Sc., Headteacher, Two Trees Lane, Denton, Manchester, M34 1QL.
Assistant Teacher Scale 1 – Home Economics with some Science.
Applications for this post by letter to the Headteacher as a matter of urgency.
Assistant Teacher Scale 1 – Geography some examination work to G.C.S.E. Full range of ability including Basic Geography Test for less-able pupils.
Assistant Teacher Scale 1 – Geography a temporary post to cover for Maternity Leave.
We are hopefully looking for good honours graduates, preferably with some experience of integrated Humanities.

HYDE COUNTY HIGH SCHOOL
(11–16 Co-Ed. Comprehensive), Mr. B. J. Cooke B.Sc., M.Ed., Headteacher, Old Road, Hyde, Cheshire, SK14 4SP.
Assistant Teacher Scale 1 – "Suitably qualified teacher of the deaf required for September, to join a well established unit team which caters for 23 children aged 11–16. Hearing impaired pupils belong to main stream classes and are withdrawn for specialist help and receive in-class support according to individual needs."
Assistant Teacher Scale 1 – Home Economics/Creative Arts.

Application forms for the above posts are available from and returnable to the Headteacher of the School – Closing date 10th July 1987.

AN EQUAL OPPORTUNITY EMPLOYER

BRENT EDUCATION

a better future towards

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

COME AND JOIN US

TEACHER OF MATHEMATICS — Scale 1

One year temporary

WILLIAM GLADSTONE HIGH SCHOOL, Parkside, NW2 6RJ. Tel: 01-450 2631/2. (Roll 650).

Required from SEPTEMBER 1987 —

TEACHER OF MATHEMATICS (Scale 1 – one year temporary). A Mathematics teacher is required (in lieu of a Teacher on Secondment) to join our progressive department. Mathematics is taught throughout Years 1 to 5 initially is mixed ability groups using the SMP Individualised Learning Scheme. We have successful 6th Form Courses for CPVE, GCSE and 'A' level.

William Gladstone High School is a multi-ethnic, *co-educational comprehensive* school (11–19) situated in pleasant parkland. It is committed to Borough policies on racial and gender equality and the successful candidate will have demonstrated an appreciation of anti-racist and anti-sexist teaching strategies.

Application forms and further details from the Head Teacher Mr. R. A. Mort, B.A.

TEACHERS OF ENGLISH TO THE BOROUGH Scale 1 to 4

Required from SEPTEMBER 1987 —

TEACHERS OF ENGLISH (Scale 1 to 4). We have a number of posts which have recently become vacant through GRIST secondments and promotions, and are looking to appoint teachers who wish to teach mixed attainment groupings of pupils. An interest in writing development, oral work, a broad range of literature, media education or drama would be advantages for particular posts. Commitment to equality, and some knowledge of race and gender issues in the English Curriculum, are essential. Some knowledge of GCSE courses in English is also required.
The Authority has a large number of thriving and imaginative English Departments who would be supportive of teachers in their first teaching appointment and of those returning to teaching.

TEACHER OF GUJERATI

Required from SEPTEMBER 1987 —

A part-time (up to 0.4) TEACHER/INSTRUCTOR OF GUJERATI. The appointee will be required to teach to groups at Kingsbury High School and groups at John Kelly Girls High School. The teacher/instructor will be attached to the Modern Languages department in one of these schools. Applications to Mr G C Mitchell, Kingsbury High School, Princes Avenue, NW9 9JR. Tel: 01-204 9814.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.

Brent is fundamentally committed to multicultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

To: The School/Office
Address: ____
I am interested in the post of ____
Please send me further information
Name: ____
Address: ____

TES

SECONDARY SCIENCE
continued

WARWICKSHIRE

BILTON HIGH SCHOOL
Lawford Lane, Bilton,
Rugby CV22 7JT

Required for September a teacher of PHYSICS to GCSE level with some lower school Mathematics. A willingness to be considered as a TVEI co-ordinator would be an advantage.

Application forms and further details may be obtained by telephoning the school on Rugby 814299. Completed forms should be returned to Miss R.R.I. Pigott, Headteacher, at the school, by 13th July.

Warwickshire is an equal opportunities employer. (38578) 134822

Social Studies

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1393)
Required for September 1987:

Well-qualified teacher of Social Science who could contribute to teaching of Social Studies/Sociology/Economics/Politics. Scale 1 plus £1,215 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present of immediate past employer.

An equal opportunity employer. (11114) 135022

Speech and Drama

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
Southfields School,
Singlewell Road, Gravesend,
Kent DA11 7RF

Required for September 1987, teacher of Drama to join a lively English department. This school has a specialist drama studio, the person appointed should have the ability to offer drama to GCSE level. The ability to offer humanities subjects in the first two years would be an advantage. A scale 2 post may be available for a suitable applicant.

Apply direct to the Headteacher, at the school giving a full curriculum vitae and the names and addresses and telephone numbers of two referees. Possibility of help with temporary housing in approved cases.
(11315) 135220

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Tel: Bristol (0272) 773661
(Mixed Comprehensive : 60 Acre Site)

Required from 1st September 1987, an enthusiastic teacher of Drama/English. You should be prepared to take an active role in a developing Drama Department, teaching in the lower school and future GCSE pupils. Successful candidate will also work within a thriving English Department, teaching to GCSE level.

Further details from and letters of application to the Headteacher immediately, giving full cv and names and addresses of two professional referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (11104) 135222

CAMBRIDGESHIRE
THE NETHERHALL SCHOOL
Queen Edith's Way, Cambridge CB1 4NN

Required for September, in this co-educational comprehensive school of 1400 pupils (including 'A' level sixth form of 150), an enthusiastic and energetic DRAMA teacher (Scale 1). Drama is taught throughout the school, including examination classes at G.C.S.E. level. Essential to contribute also to English teaching to G.C.S.E. level.

Apply by letter with full c.v. and names and addresses of two referees. (38790) 135222

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
JOSEPH EASTHAM HIGH SCHOOL
Hilton Lane, Little Hulton, Worsley, Manchester M28 5SY
Tel: 061-790 5022
(11-16 Mixed Comprehensive 750 on roll)
DRAMA AND ENGLISH - Scale 1

A teacher of Drama and English is required for September, 1987. This is a temporary vacancy to cover a maternity leave.

Application forms are available from the school and should be returned by 17 July 1987. Please enclose a stamped, addressed envelope.
(11415) 135222

SURREY
EDUCATION COMMITTEE
THE ASHFORD HIGH SCHOOL
Stanwell Road, Ashford, Middlesex
12-16 Mixed Comp. ENOR 1175

For Autumn Term only a Scale 1 Teacher Tutor of Drama for this newly reorganised Secondary School due to open in September 1987.

Details and application forms from the Headteacher: Tel: Ashford 243824.
(11154) 135222

HERTFORDSHIRE
THE HEATHCOTE SCHOOL
Shephall Green, Stevenage SG2 9XT
Tel: 355605
Headteacher: Mr. K. Walsh
11-18 Mixed, All-ability School, 820 on roll
For January 1988.
INFORMATION TECHNOLOGY TEACHER - LIBRARIAN - Scale 3.

To develop the school's multi-media library as a central learning resource and to teach in the information technology programme. This is an exciting career opportunity.

Please write for full details, enclosing an s.a.e., and quoting reference TES 5.
(11926) 135620

Scale 1 Posts

DURHAM
COUNTY COUNCIL
GREENFIELD COMPREHENSIVE SCHOOL
Newton Aycliffe
11-16 years
PHYSICAL EDUCATION (BOYS)/MATHEMATICS
Salary Scale 1

Teacher required for September, 1987 or as soon as possible thereafter. A knowledge of computers and information technology would be an asset.

Stamped addressed envelope for application form and further details to Area Education Office, Craig Lea, Uplands Road, Darlington, Co. Durham.

Closing date for receipt of applications 15th July 1987.
(38580) 135622

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, London W3 8EY

Required for September 1987 a resourceful experienced teacher to join the schools well established Education Support Team of 5 teachers. The teacher concerned would contribute to the planning and development of individual learning programmes. This support will either be for pupils within withdrawal groups or within mainstream classes.

Acton High School is a new multi-ethnic mixed comprehensive whose staff are committed to the needs of all pupils and in which the Education Support Team plays a crucial and important role.

Scale 1/2 payable and £1,215 pa London Weighting.

Forms obtainable from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU (large SAE) to be returned by 17 July 1987.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (38761) 135622

Cheshire

Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

N. J. Fitton
Director of Education

ALL POSTS REQUIRED FOR SEPTEMBER 1987 UNLESS OTHERWISE STATED

HEADS OF DEPARTMENT

1. HEAD OF MODERN LANGUAGES – Scale 4

2. HEAD OF ENGLISH – Scale 4

Great Sankey High, Barrow Hall Lane, Great Sankey, Warrington, WA5 3AA Tel Penketh (0925) 72 4118.
There is excellent purpose built accommodation; numbers on roll 1120, age range 11-18.

This is a pilot school for the NPRA pupil profiling project and both departments are fully involved in the development of the teaching and learning style as a key issue in the TVEI(E) submission. The governors seek to appoint candidates of proven worth to maintain the excellent traditions of both departments.

Required for September 1987 or January 1988, well qualified and experienced graduates for the following posts:-

1. To lead successful and Modern Language Department in which French is the first foreign language. Both French and German are taught to GCSE and A level. A/S level in French to be introduced in September 1987.

2. To join and lead a strong committed team of subject specialist teachers, teaching the full age and ability range up to A level. English is a core subject throughout the school with Drama forming an integral part of the scheme in Years 1-3. GCSE English and English Literature is offered to all upper school pupils and assessment of pupils in all Years is by coursework throughout.

SCALE I POSTS

BOYS PE.
Helsby High, Chester Road, Helsby, Warrington.
Number of pupils on roll – 1215

Qualified teacher required.

Application form and details of post from Headmistress. Tel: 09282 3551. Closing date Monday 13th July 1987.

CDT SPECIALIST
Great Sankey High (For school details, see under heads of Department).

Required for September if possible to teach all ages and abilities up to and including A level. Although CDT is taught through a multi-media problem-solving approach, the successful candidate must have a particular expertise in Woodwork to balance the strengths of the rest of the department.

Exam subjects are: CDT (Design and Realisation), Graphical Communication and A level Design (Oxford).

There is a high level of support and success with a combined A level group of twenty students.

Candidates are welcome to make informal contact or visits prior to application. Please telephone 0925 72 4118 to arrange an appointment and/or further information. Closing date for applications 20th July 1987.

GERMAN
St John's R.C. High, Bridgewater Avenue, Latchford, Warrington WA4 1RX. Tel 35556 : 52779.
Mixed 11-16. Number on roll 516.

Please state other subjects offered. Telephone for further details from the Headteacher.

BUSINESS STUDIES
Penketh County High, Heath Road, Penketh, Warrington WA5 2BY. Tel Penketh 2298/6523

The post will involve the teaching of Commerce, Office Practice and Typewriting to 4th and 5th year pupils and contributing to the Sixth Form Secretarial Course. The school is a mixed, established 11-18 comprehensive of 1300 pupils. (100 in Sixth Form).

Application forms, together with further details of the post and school, may be obtained by telephoning, or writing to the school. Closing date for application Friday 10th July 1987.

1. MUSIC + SPA 2. HOME ECONOMICS + SPA 3. GIRLS' PE. + SPA
Bankfield County High, Liverpool Road, Widnes, WA8 7HU. Tel 051-424 5038/4728/2357
11-16 Mixed comprehensive

1. To teach across the age and ability range.

2. & 3. Both posts are temporary to cover maternity leave.

Application by letter with C.V. as soon as possible.

1. MATHS/PHYSICS 2. ART
Chester Catholic High, Old Wrexham Road, Handbridge, Chester. (Group 11 – 11-18 Mixed Comprehensive)

Both posts are temporary full-time.

Application forms and further particulars available from the Registrar, Chester Catholic High. Please send SAE. Closing date for applications 17th July 1987.

FRENCH/GERMAN
English Martyrs R.C. High, Poplars Avenue, Orford, Warrington WA2 9UG. Tel Warrington 39431.

Temporary full time post to cover maternity leave from September 7th 1987.

The appointment will be for the duration of the maternity leave according to Cheshire County Council's new scheme; at present the post-holder intends to return to work at the end of June 1988.

Candidates should be able to offer French, preferably to examination level. Ability to offer German to both O and A level is desirable. Part time posts in both subjects will also be considered.

Closing date [illegible]

Other than by Subject Classification

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BURNHAM SECONDARY SCHOOL
Opendale Road, Burnham SL1 7LZ
Tel: Burnham 62107
Headmaster: Mr G.M. Eden, B.A., M.Phil., Dip.Ed.

(1) Required for September 1987, a teacher of physical and general science to GCSE level preferably with subsidiary Information Technology (computer application). Scale 2 or 3 available for a teacher with leadership and curriculum development potential, but new entrants may also apply.

(2) Required for September 1987, a teacher of Information Technology (computer studies) preferably with subsidiary physical and general science. Scale 2 or 3 available for a teacher leadership and curriculum development potential. RML and BBC computer teaching to GCSE level. New entrants may also apply.

Application forms and further details available from the Headmaster at the school. [illegible]

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
BRENCHWOOD COUNTY SECONDARY SCHOOL
Faulkner Way, Downley, High Wycombe HP13 5UA
Head: Mrs. G.E. Giles, B.A.,
Nor: 510

Required for September, 1987 for one year only a teacher of English with P.E. or Humanities as second subject. Full or part-time post possible for suitable applicant.

Letters of application and c.v. and names and addresses of two referees to Headteacher from whom further details are available. Tel: 0494 23924.
(11568) 135622

ESSEX
CORNELIUS VERMUYDEN SCHOOL
Dinant Avenue, Canvey Island SS8 9SU
Tel: 0268 685011
(Roll-800)
QUALIFIED TEACHER Scale 1
A qualified teacher, preferably with Primary experience, to teach on the first year cross curricular course.

Removal and relocation expenses of circa £4000 are available for those who qualify.

Further details on request, apply direct to the Headteacher at the school. (38293) 135622

BARNSLEY METROPOLITAN BOROUGH COUNCIL EDUCATION COMMITTEE

Required for September:

WOMBWELL HIGH SCHOOL Roebuck Street, Wombwell, Barnsley S73 0JU
(11-18 Mixed Comprehensive; NOR 1042)

SPECIALIST TEACHER OF ENGLISH TO GCSE LEVEL (SCALE I)

KINGSTONE SCHOOL, Broadway, Barnsley S70 6RA
(11-18 Mixed Comprehensive; NOR 1078)

TEACHER OF BOYS PE (SCALE I)

ROYSTON COMPREHENSIVE SCHOOL, Station Road, Royston, Barnsley S71 4EQ.
(11-16 Mixed Comprehensive; NOR 543)

TEACHER OF BOYS PE (SCALE I)

HONEYWELL SCHOOL, Honeywell Lane, Barnsley S75 1BP
(11-16 Mixed Comprehensive; NOR 617)

TEACHERS OF BOYS PE (SCALE I)

PRIORY SCHOOL, Lundwood, Barnsley S71 5RG.
(11-16 Mixed Comprehensive; NOR 733)

TEACHER OF GENERAL SUBJECTS (SCALE I)

TEACHER OF BOYS PE (SCALE I)

DEARNESIDE SCHOOL, Goldthorpe Road, Goldthorpe, Rotherham S63 9EW.
(11-16 Mixed Comprehensive; NOR 850) Head: Mrs J Rodgers

TEACHER OF GEOGRAPHY plus GENERAL HUMANITIES in Years 1-3 (Scale I).

Applicants should be able to teach Geography to GCSE level.

FIRST YEAR BASED TEACHER to teach GENERAL SUBJECTS including English, Humanities and Maths (Scale I). Some help with elementary Maths in other years also required.

PENISTONE GRAMMAR SCHOOL, Penistone, Sheffield, S30 6BU.
(11-18 Mixed Comprehensive; NOR 1241)

TEACHER OF MUSIC throughout the school to 'A' level (SCALE I)

ST MICHAEL'S RC (AIDED) COMPREHENSIVE SCHOOL, Carlton Road, Barnsley S71 2BD.
(11-16 Mixed Comprehensive; NOR 446)

TEACHER OF GIRLS PE AND RELIGIOUS EDUCATION (SCALE I)

BARNSLEY SIXTH FORM COLLEGE, Huddersfield Road, Barnsley, S75 1DS
(NOR 800)

TEACHER OF BIOLOGY TO 'A' LEVEL (SCALE I)

ST HELEN'S COMPREHENSIVE SCHOOL, Carlton Road, Barnsley, S71 3HS
(11-16 Mixed Comprehensive; NOR 582)

TEACHER OF ENGLISH (SCALE I)

Application should be made by letter to the Headteachers, giving full curriculum vitae and two referees, as soon as possible but not later than 14 July 1987.

BRENT EDUCATION

towards a better future

- a small, friendly and exciting Borough well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools - exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

COME AND JOIN US

–Secondary–

TEACHER OF ENGLISH/HISTORY — Scale 1
PART-TIME MODERN LANGUAGES TEACHER — Scale 1

ST GREGORY'S RC HIGH SCHOOL, Donnington Road, Kenton, Harrow, Middx HA3 0NB (Tel: 01-907 8828) (Roll: 1000+, Boys & Girls, 11–18 years)

Required from SEPTEMBER 1987 — ENGLISH/HISTORY TEACHER (Scale 1). In this mixed comprehensive school a qualified teacher to assist in the English and History Department is needed. Ability to teach to examination level in one of these subjects an advantage.

Required from SEPTEMBER 1987 — PART-TIME MODERN LANGUAGES TEACHER (Scale 1) (0.5). To assist with the teaching of French throughout the school. Opportunity of teaching to Examination including 'A' level [illegible]

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS. UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

TES

To: The School/Office

Address

I am interested in the post of

Please send me further information

Name:

Address:

SECONDARY OTHER THAN BY SUBJECT
continued

HAMPSHIRE
FORT HILL COMMUNITY SCHOOL
Kenilworth Road,
Basingstoke, Hants. RG23 8JQ
Tel: Basingstoke 54311

Required for September 1987, temporary one year contract in the first instance, versatile teacher of general subjects. There will be a small but essential commitment to music.

Apply immediately in writing to the Headteacher with full c.v. quoting the names of two professional referees and enclosing s.a.e. for further details and stating subjects in which you are experienced. Telephone enquiries are welcome.

The County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. 135622
(38752)

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
ST. BERNARD'S R.C. SCHOOL
11-16 mixed. Approx. 494 on roll
Required for September, 1987
TEACHER - SCALE 1

Required for Music and Humanities. The Music tradition is strong and is concentrated in the area of Brass. It is hoped that the successful candidate will be able to contribute to Geography, English or Physical Education.

Closing date: as soon as possible.

Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Herringthorpe Valley Road, Rotherham S65 3BE. Tel: Rotherham 364183 from whom information can be obtained.

G. Crane, Director of Personnel Resources.
(11133) 135622

CYNGOR SIR
DYFED
COUNTY COUNCIL

DYFED COUNTY COUNCIL/CYNGOR SIR DYFED

All posts required for 1st September, 1987
Pob swydd yn eisiau erbyn 1af Medi, 1987.

1. YSGOL GYFUN BRO MYRDDIN, CAERFYRDDIN.

Athrawes i ddysgu SAESNEG yn bennaf ond i gynorthwyo hefyd gyda dyniaethau a chwaraeon i ferched.

Dysgir dyniaethau a chwaraeon trwy gyfrwng y Gymraeg (Graddfa 1) £6,423 – £9,804/£10,533.

Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Prifathro. Ceisiadau i'w dychwelyd erbyn 16eg Gorffennaf, 1987.

2. FISHGUARD COUNTY SECONDARY SCHOOL, HEOL DYFED, FISHGUARD.

Required from 1st September 1987 to May 1988.

A temporary part-time teacher/instructor for TYPING. The post will involve teaching 2 groups of 5th year pupils in preparation for the WJEC typing examinations. It will be for 10 (out of 40) lessons per week.

Application by letter to the Headmaster including curriculum vitae and the names and addresses of two referees by 16th July, 1987.

W.J. PHILLIPS
Director of Education/Cyfarwyddwr Addysg
(15676)

Please note that it is anticipated that some of the following posts will be subject to redeployment.

Assistant Teachers

Required September 1987 at:-

1. FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road, CV6 6DB. Tel. 0203 367444 (Social Priority School) (1080 on roll)

a. MODERN EUROPEAN LANGUAGES Scale 1 or 2 to join a lively and progressive department. French is taught up to GCSE level and the ability to offer German or Spanish as a second language to GCSE level would be an advantage.

b. SCIENCE Scale 1 to join a strong department. The ability to teach Chemistry in particular would be an advantage. The post will include some general science in the lower school and there will be the opportunity to teach at 'A' level for a suitable candidate.

2. LYNG HALL GIRLS COMPREHENSIVE SCHOOL, Blackberry Lane, CV2 3JS. Tel. 0203 689447 (930 on roll).

a. URDU Scale 1 to teach at all levels throughout the school.

b. PUNJABI Scale 1 for approximately seven sessions each week.

3. SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE, Cox Street CV1 5NL. Tel: 0203 51756 (Social Priority School) (1379 on roll).

a. GUJERATI & ASIAN DANCE Scale 1. Part time (0.7) appointment.

b. PUNJABI Scale 1: Part time (0.55) appointment.

c. URDU Scale 1 to teach the subject throughout the school. Examination work available for suitable applicant.

d. GENERAL SUBJECTS Scale 1 to work in the areas of creative arts, remedial education and mathematics. A person with flexible attitudes and an ability to collaborate with a number of faculties is sought.

Apply immediately by letter with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher of the school concerned. Enclose SAE if acknowledgement required. Canvassing disqualifies.

We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

SEFTON
(METROPOLITAN BOROUGH OF SEFTON)
EDUCATION COMMITTEE
RANGE HIGH SCHOOL
Stapleton Road, Formby, Liverpool L37 2YN
TEACHER (SCALE 1) required in September mainly for Girls' P.E., with some Mathematics.

Application forms and further details may obtained, on receipt of s.a.e., from the Headmaster of the School, to whom completed forms must be returned by 14th JULY 1987.

Sefton is an Equal Opportunity Employer.

Canvassing will disqualify.
(40740) 135622

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
HOME ECONOMICS
Scale 1
(ability to offer some Humanities and/or P.D. an advantage)
GIRLS P.E.
Scale 1

Required at Parr Community High School (11-18 years mixed comprehensive: 1,022 on roll, 24 in sixth form) Fleet Lane, St. Helens WA9 1ST.

Application forms and further details are available from the Head Teacher to whom applications should be returned, as soon as possible.

An Equal Opportunity Employer. (38795) 135622

Sixth Form Colleges

Scale 1 Posts

BIRMINGHAM

Private sixth-form college requires part-time graduate tutors in Biology, Geography, History and Mathematics or combinations thereof for small group teaching at GCSE and 'A' Level.

For further details, please send CV to: The Principal, Mander Portman Woodward, 38 Highfield Road, Edgbaston, Birmingham B15 3ED.
(39817) 140022

CHESHIRE
EDUCATION COMMITTEE
WIDNES SIXTH FORM COLLEGE
Cronton Lane, Widnes, Cheshire WA8 9AW
Tel: 051-424 1515.
Principal: M. Hoyle, B.A.

Required September, SCALE I TEACHER FOR PSYCHOLOGY (A/S LEVEL).

Expertise in experimental/statistical areas of the syllabus particularly sought.

Apply immediately with c.v. and details of referees to the Principal.
(41292) 140022

ESSEX
COLCHESTER SIXTH FORM COLLEGE
North Hill, Colchester CO1 1SN
Tel: 577266
INSTRUMENTAL MUSIC TEACHERS

Specialist Instrumental Teachers are invited to apply for a number of part-time posts at this new Sixth Form College opening in September 1987. It is hoped to offer tuition in the following areas: String, Woodwind, Brass, Percussion, Guitar and Piano.

Closing date: 7th July 1987.

Letters of application together with c.v. should be sent to the Principal at the above address. (11201) 140022

STOCKPORT
Required from 1st September 1987 or as soon as possible thereafter
TEACHERS - Part-time (Temporary 1 year) Scale 1
In the following subject areas.
Physics Ref: 3176
Biology Ref: 3177
Economics, Government, Politics Ref: 3178

Aquinas R.C. Sixth Form College, Nangreave Road, Heaviley, Stockport SK2 6PH. Tel: 061-483 3237.

Suitably qualified teacher should contact the Principal for further details.

Applications by letter should reach the Principal at the college by 10th July 1987.

Stockport is An Equal Opportunities Employer.
(38275) 140022

Special Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HILLCREST SCHOOL FOR CHILDREN WITH SEVERE LEARNING DIFFICULTIES
Ridgeway Avenue, Dunstable LU5 4QL
Required for: January 1988
Group 5(s)
Number on roll: September 1987 - 74 children aged 11-19

Applications are invited from suitably qualified and experienced teachers for the Headship of the Group 5(s) Special School.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.

Closing date: 17 July 1987.

Bedfordshire is an Equal Opportunities Employer.
(11018) 160010

Deputy Headships
Second Masters/Mistresses

CHESHIRE
EDUCATION COMMITTEE
SPRINGFIELD SCHOOL
Macon Way, Crewe Road, Crewe CW1 1DR
Tel: (0270) 582446
DEPUTY HEAD - Group 6s

Required for September 1987.

The school caters for children with severe learning difficulties, age group 2-19 years and applications are invited from suitably qualified and appropriately experienced teachers who are encouraged to arrange a visit to the school.

Further details and application forms available from the District Education Officer, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL. (Send SAE). Closing date 17th July 1987. (11006) 160012

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
COLDHARBOUR SPECIAL SCHOOL
489 Purley Way, Croydon CR0 4RG
Tel: 01-688 1761

Deputy Head Teacher wanted for this special school for children with severe learning difficulties.

An interest in curriculum development, skills in management, initiative, new ideas and a sense of humour are some of the qualities necessary for this challenging post.

Relevant and varied teaching experience and commitment to this work are essential.

Please apply directly to the Head Teacher.

Salary: Deputy Head Group 4S.

Tenable: 1st January 1988.

Closing date for applications 17th July.
(11081) 160012

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
FIVE SPRINGS SCHOOL
Northwell Drive, Luton LU3 3SP
HEAD OF ASSESSMENT UNIT
Required for January 1988. A Diploma in Special Needs Education or similar and experience essential. Further details from the school.

Apply in writing - S.A.E. please.

Bedfordshire is an Equal Opportunities Employer.
(11060) 160018

Scale 2 Posts and above

BERKSHIRE
TEACHING AND SUPPORT SERVICE (EAST BERKSHIRE)
MAIDSTONE TEACHERS CENTRE
St. Edmunds House, Ray Mill Road West, Maidenhead

Required September 1987 or as soon as possible. Scale 2, peripatetic experienced class teacher to support Junior aged children in the Windsor/Maidenhead area who are under achieving in language and literacy. A car is essential.

Application forms and further details from the Head of Service (SAE please).

Closing date: 15th July 1987.

An Equal Opportunity Employer. (11236) 160020

BERKSHIRE
LANGLEYWOOD SCHOOL
Langley Road, Langley, Slough SL3 7EF
NOR: 720

Required for September a qualified and experienced teacher of the Deaf (Scale 2s) to be responsible for the Hearing Impaired Resource which has now been established for five years at the school, and at present has ten pupils being supported in the main stream. There is an additional part-time qualified teacher.

Letters of application with full c.v. and names of two referees and SAE as soon as possible to the Head.

Closing date: 13th July 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (11234) 160020

NEWHAM SCHOOL FOR THE DEAF

Tunmarsh Lane, London E13 9NB
Head Teacher: Mr L A Norris
Number on roll: 61

HEAD TEACHER
Group 5(S)

Required: January 1988 or as soon as possible.

An experienced teacher from a senior position, possessing a recognised qualification in the teaching of the hearing impaired, is required to take over the headship of this Regional Secondary School for Hearing Impaired pupils on the retirement of the present Head teacher.

LONDON ALLOWANCE £1,215
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 14/7/87. Education Offices, 379/383 High Street, Stratford E15 4RD.

AN EQUAL OPPORTUNITIES AUTHORITY

(02853)

LONDON BOROUGH OF NEWHAM

BEXLEY LONDON BOROUGH

Head of Schools Support Service

(Burnham Head Teacher Group 7)

In accordance with the spirit of the Education Act 1981, Bexley is reorganising a predominantly off-site provision into a service with the emphasis on support in mainstream schools.

The Head of the Schools Support Service will have responsibility for two off-site units, mainly for secondary pupils, and a team of twelve teachers who will work in schools. Additional responsibilities will be the supervision of ESL teaching, home tuition and the education element of the Intermediate Treatment Centre. The post is available from 1st January, 1988, and the closing date for applications is 17th July 1987.

This is a re-advertisement.

Further details and application form are available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent, DA1 4EN. (enclosing foolscap s.a.e)

(40767)

SUFFOLK COUNTY COUNCIL
Ashley Downs School, Lowestoft
(For pupils with Moderate Learning Difficulties)
Group 7(S)

Applications are invited for the Headship of this Group 7(S) school with effect from 1st January 1988.

The school has provision for up to 150 pupils between the ages of 6 and 16 years and the current number on roll is approximately 135 pupils, some 75 of whom are boarders. The residential provision comprises 6 houses within the 7 acre school site. There are strong links with other schools, Lowestoft College and the local community. The school also has a thriving Friends' Group.

Application forms and further details are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ (SAE please) and completed forms should be returned by 20th July 1987.

(40749)

Suffolk County Council

EDUCATION DEPARTMENT

Do you consider you have the necessary skills and experience to establish and run a

SPEECH AND LANGUAGE UNIT

based in a primary school?

The Authority is planning to establish four new units next year in various parts of the County and will be advertising in September the posts of Teacher-in-Charge.

Further details will be available at that time but anyone wishing to discuss the opportunities at this stage is invited either to telephone or arrange a meeting with David Bateson, Education Officer (Special Education), Tel. Chemsford (0245) 267222 Ext. 2865. (40734)

ESSEX County Council

MENCAP
ROYAL SOCIETY FOR MENTALLY HANDICAPPED CHILDREN AND ADULTS
LONDON DIVISION

SENIOR PROJECT WORKER
£11,500

To lead a small team examining the needs of people with both severe mental handicap and severe behavioural difficulties.

Ideally, applicants should have a knowledge of the client group and experience of research methodology. Good all round communication skills and some understanding of Local and Health Authority stuctures are also required.

LBGU funded for one year in the first instance.
MENCAP is an equal opportunity employer.

For application forms and further information, apply to MENCAP London Division, 115 Golden Lane, London EC1. Tel. 01 250 4105.

Closing date 17th July 1987. (16884)

WEST WICKHAM, KENT
(Tonbridge until September 1987)

ASSISTANT TEACHER
Scale 2(S) plus London Weighting Allowance

Knotley is a Community Home with Education for adolescent boys from London Borough who have a wide range of special social and educational needs. The residential units are already based near the boys' home areas in London and the separate school site is in the process of moving to new and refurbished premises within convenient reach.

An enthusiastic, resourceful and resilient teacher is now required to contribute to the core curriculum and to develop a specialism within an exciting new phase in the development of the school. Whilst the preferred subject areas are English/Support, Maths/Computers or Life Skills/Careers, applications from gifted teachers offering other interests will be welcomed.

The developing curriculum offers scope for the successful candidates to work within small teaching groups and at an individual level with certain pupils.

The pupil is immediately available and accommodation may be provided.

Barnardo's is a Christian Child Care Organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcome from persons irrespective of disability, marital status, sex or race. Transferrable pension.

Applications to: Staff Recruitment Section, Tanners Lane, Barkingside, Ilford, Essex. IG6 1QG. Tel: 01-551 0011.

Enquiries to: T J Hayter, Principal, Knotley. Tel: 0892 870303. (40728)

Barnardo's

SPECIAL EDUCATION
continued

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION UNIT FOR ADOLESCENTS (SPAN)

25, 14-16 year olds in this mixed unit including school phobics, truants, pupils with remedial needs and suspendees. The pupils do not return to mainstream school. SPAN needs an enthusiastic teacher who can show initiative.

The applicant should be able to work in a team that has developed a highly structured approach. Sensitivity, flexibility, patience and the ability to set firm limits are the qualities we are seeking. It is highly desirable that applicants make an informal visit, if at all possible, to the unit.

Further details and application forms are available from: Mrs Mollie Hemens, Teacher-in-Charge, SPAN Education Unit, 10 Tavistock Road, Croydon CRO 2AN.

Telephone: 01-686 2891.

Salary: Scale 2.

Tenable: 1st September 1987. (11089) 160020

EALING
LONDON BOROUGH EDUCATION SERVICE MANDEVILLE SCHOOL
Eastcote Lane, Northolt UB5 4HW
Tel: 01-864 4921
(Age range 2-14 years)

Teacher required as soon as possible in the Group 56 day school for boys and girls with severe learning difficulties.

The post involves responsibility for the day to day running of a class group. The teacher appointed would work as part of a team of teachers, NNEBs, Welfare Assistants and a variety of Therapists. A working knowledge of child development, individual objectives setting, behaviour management techniques and structured teaching methods is desirable. Interest in curriculum development would be an asset.

A Scale 2 post is available for a suitably qualified and experienced teacher to take responsibility throughout the school for developing programmes to counteract sensory impairment, to liaise with other professionals in this field and to build up associated resources within the school.

Visits to the school are welcome. Please telephone the Head, Mrs Anne Hodgkinson for an appointment.

£1,215 p. a. London Weighting.

Relocation expenses payable subject to conditions.

Application forms available from the school to be returned by 17th July 1987.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men.
(11533) 160020

HARROW
EDUCATION COMMITTEE

ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middlesex HA2 9DX

Tel: 01-864 2739

Required for September 1987 qualified and suitably experienced teacher to work with small groups (Juniors) at this all age day special school for children with emotional/behavioural difficulties.

A sound background in language development and Mathematics is essential as well as a subject specialisation to middle school level.

Hopefully the person appointed will possess the qualities necessary for a leadership role in the junior department and a scale 2 post may be awarded.

Outer London Allowance Payable.

Application forms from and to be returned to the Headteacher by 15th July 1987.

Harrow is an equal opportunities employer.
(11545) 160020

HARROW
EDUCATION COMMITTEE

ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middlesex HA2 9DX

Tel: 01-864 2739

Required for September two enthusiastic and committed Teachers to work predominantly with small groups of adolescents at this all age purpose built day special school for pupils with emotional and behavioural difficulties.

Candidates for both posts should be able to offer a measure of generalist expertise together with a subject specialist interest preferably in one of the following areas:-

1 Maths/Computer applications across the curriculum.

2 C.D.T./Design Realisation and/or Science and Technology.

The school affords a high priority to the quality of the classroom teaching/learning process and a Scale II post may be available for a candidates able to offer leadership qualities in respect of curriculum development/innovation throughout the school.

Outer London Allowance payable.

Application forms from and to be returned to the Headteacher by 15th July 1987.

Harrow is an equal opportunities employer.
(11540) 160020

HERTFORDSHIRE
EAST HERTS SECONDARY UNIT
Queen Eleanor Site, Cameron Drive, Waltham Cross

Required for September 1987, Part-time (0.5) teacher of Special Needs to teach a range of subjects across the curriculum to 'disaffected' boys and girls in the 14-16 age group, at this small, unattached special unit.

A flexible approach and a caring attitude considered as important as experience/qualifications in this field.

Scale 2+ S.S.A. plus fringe allowance.

Please apply in writing to the Teacher-in-Charge at the Unit. Informal enquiries welcome. Please tel: Lea Valley 700437. (11219) 160020

KNOWSLEY
STOCKBRIDGE PRIMARY SCHOOL
Stockbridge Lane, Huyton, Merseyside
(325 pupils on roll - SPS payable)

RE-ADVERTISEMENT - PREVIOUS APPLICANTS CONSIDERED
SCALE 2 TEACHER OF THE DEAF - TEMPORARY APPOINTMENT

Required from 1 September 1987 for one term, to be based at Stockbridge Primary School which is resourced to meet the needs of hearing impaired pupils. Some advisory/support work and pre-school guidance is also available. There is a possibility of this being made into a permanent appointment.

Application forms and further details are available (sae) from the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom they should be returned by 10 July 1987.
(39806) 160020

SHROPSHIRE

HINKSHAY SPECIAL SCHOOL
Hinkshay Road, Dawley, Telford, Shropshire TF3 1DG

Tel: Telford 591598

Required for September 1987, Permanent, Full-time Scale 2(s) Teacher for a small group of Upper Junior/Lower Secondary age children with emotional behavioural and learning difficulties.

Application forms and details from the Head by telephone or letter, as soon as possible.
(38414) 160020

HERTFORDSHIRE
High Wick School, St Albans, Herts

Deputy Unit Leader (Education)
Burnham 3(S) Deputy

(Required for September) — A qualification and experience in Special Education are essential for this post which will involve, in addition to .7 class teaching and leadership of the class team, contributions to the training of other teaching and child care staff, and to curriculum development. As well as their own areas of managerial responsibility, the postholder will deputise for the Unit Leader/Headteacher during school hours.

High Wick is a small weekly boarding school for seriously disturbed young children of primary school age and is being newly developed out of a former NHS Regional Psychiatric Unit. Candidates should be of a calibre to effectively contribute during the transition period and to the planning of a future service.

Applications should be made to the Headteacher, Ann Robson, at Special Education Section, Education Department, County Hall, Hertford SG13 8DF. Telephone Hertford 555751 for application form and job description. Please quote reference TESS. (9253)

OPPORTUNITIES IN EDUCATIONAL SUPPORT

In pursuit of its commitment to the education of pupils with special educational needs in ordinary schools, the Newham Local Education Authority is advertising the following four posts:

Required for September 1987 or as soon as possible

Scale 3 (S) – Home Visiting Teacher

A teacher with experience in educating young children with physical handicap to join the Borough's Home Visiting Teaching Service. Some teaching commitment to the Elizabeth Fry School will be expected but the focus of the work will be with pre-school aged children in a home or nursery setting.

Two Scale 3 (S) Mainstream Support Teachers for Primary Pupils with Emotional/Behavioural Difficulties

A teacher with experience of working with primary-aged pupils with behavioural or emotional difficulties to become part of the Borough's initiative in supporting and helping such pupils to maintain a place in ordinary schools. The post will be based in Eleanor Smith School but will largely require visiting and supporting in primary schools.

Scale 3 (S) Mainstream Support Teacher for Primary Pupils with Learning Difficulties

A teacher with experience of working with pupils who have learning difficulties at the Infant and Junior stages who will support pupils (usually those carrying statements) in their neighbourhood schools. Planning individual programmes in co-operation with class teachers as well as individual work with pupils will be expected.

London Allowance: £1215

Application forms and further details (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 14-7-87.

Director of Education, Education Officers, 379/383 High Street, Stratford, London E15 4RD.

AN EQUAL OPPORTUNITIES AUTHORITY (0282)

LONDON BOROUGH OF NEWHAM

Haringey Education service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespectivle of race marital status, sex or any disability you may have.

Haringey

WEST GREEN PRIMARY SCHOOL
West Green Road, London N15.
Tel: 808 4676

As part of Haringey's provision for a growing number of children with language delay and disorder two classes for children aged 5-7 are based in this multi-cultural school. Two vacancies have arisen for September 1987 and experienced infant teachers are required to work with the children and other staff involved with these classes. A knowledge of Special Needs, particularly of language impaired children is desirable but not essential.

Post 1. Part-time (0.5) Scale 2(S).

The teacher required for this post would take joint responsibility with the second (0.5) teacher for a class of 12 children.

Post 2. Full-time Scale 2(S)

This post has a dual function; firstly to enable the integration of children from the two classes for the language impaired into mainstream classes. Secondly to cover for the other language class teachers enabling them to liaise with parents, other professionals and carry out assessments.

A knowledge of the needs of children from ethnic minorities is essential. This is a multi-cultural school and it is intended that the staffing should reflect the ethnic composition of the area.

Visits to the school are welcome and applicants should contact Ms. E. Hunter, the Headteacher.

Closing date: Tuesday July 14th.

London Allowance £1215 payable.
Removal Expenses – 100% in approved cases for permanent posts. (4047)

SPECIAL EDUCATION
continued

SOLIHULL
EDUCATION COMMITTEE

MERSTONE SCHOOL
Exeter Drive, Chelmsley Wood, Birmingham 37

ASSISTANT TEACHER

Scale 1 + SSA

Required, as soon as possible, at this school for pupils with severe learning difficulties, a teacher to take a class of pupils with profound multiple learning difficulties up to the age of 19 years.

ASSISTANT TEACHER

Scale 1 + SSA

Required, as soon as possible, a teacher to take responsibility for a group of young adults 12 to 19 years of age who have severe learning difficulties.

Appliation forms and further details for both appointments are available from the Headteacher. Tel: 021-788 8122.

Closing date: 16 July, 1987. (11120) 160020

WALTHAM FOREST
WHITEFIELD SCHOOL AND CENTRE
MacDonald Road, London E17
Head: Mr P. Turner

Required for the Autumn Term.

Department for Children with Specific Language Difficulties.

TEACHER/SPEECH THERAPIST.

A newly established post is available in this department catering for children in the primary age-range who have language and speech disorders. Applicants should hold dual qualifications in teaching and speech therapy and/or have relevant experience in the field. The possession of an advanced diploma in remedial language studies would also be an advantage. Scale 2(s) post and teachers conditions of service are available for this appointment.

Whitefield is a large Special School catering in a number of separate Departments, for some 300 children with a wide variety of special needs. The school also acts a a resource centre for parents and professionals interested in the special needs field. Whitefield's multi-disciplined approach is reflected in the wide range of professional disciplines represented among 176 strong staff including 68 teachers. The in-service training facilities including a special needs library and information service are probably without parallel in this country.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.

Application forms and further details may be obtained from the Headmaster. (11125) 160020

WALTHAM FOREST
LONDON BOROUGH AN EQUAL OPPORTUNITY EMPLOYER
WHITEFIELD SCHOOL AND CENTRE
Macdonald Road, London E17
Head: Mr. P. Turner
ASSESSMENT TEACHER/PSYCHOLOGIST SCALE 2(s)
(plus Outer London Allowance)
See our advertisement under Educational Psychology.
(40288) 160020

Scale 1 Posts

BROMLEY

GLEBE SCHOOL
Hawes Lane, West Wickham, Kent BR4 9AE

Tel: 01-777 4540

For September 1987, for one term only, an enthusiastic teacher able to teach general subjects to a small group of low ability 5th Year pupils. Scale 1 plus SSA. Remedial, Junior or Lower School experience would be acceptable. Visits welcome.

Details/application forms from and returnable to the Head Teacher (large SAE please) by 14th July 1987.
(11221) 160022

BUCKINGHAMSHIRE
Equal Opportunity Employer
CHILTERN GATE SCHOOL
Verney Avenue, High Wycombe HP12 3NE
Junior Mixed, MLD/EBD
Weekly residential
Group 6
Required for January, 1988 an experienced teacher to assist in the establishment of a new department for pupils with emotional and behavioural difficulties. Applicants should be willing to undertake additional duties and offer a significant contribution to the curriculum of the whole school.
Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, HP13 6SD. Closing date 17th July, 1987.
160022

BUCKINGHAMSHIRE
Equal Opportunity Employer
CHILTERN GATE SCHOOL
Verney Avenue, High Wycombe HP12 3NE
Group 6, Junior MLD/EBD
Weekly residential

Required for January, 1988 two experienced teachers to assist in the establishment of a new department for pupils with emotional and behavioural difficulties. Special school experience is not essential. Applicants should be willing to undertake some additional duties.

Application forms and further details from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. HP9 6SD. Closing date: 17th July 1987.
(11547) 160022

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
THE QUEEN'S SCHOOL
Corporation Road, Wisbech, Cambs., PE13 2SE
Tel: Wisbech 585237
Head Teacher: Mr. J. H. Piercy, B.SC.
Group 12
Required for September 1987:-

An experienced and suitably qualified teacher required for established special needs department. Scale 1 post.

The post gives opportunity to develop mainstream support and would also involve work with small withdrawal groups.

Further details and an application form available from the Head Teacher at the above address (s.a.e). Closing date 17th July, 1987.
(40765) 160022

DERBYSHIRE
COUNTY COUNCIL
Please see our display advertisement under Secondary posts. (11589) 160022

HERTFORDSHIRE
LONGFIELD SCHOOL
Hitchin Road, Stevenage, Herts.
Head: Mr R.G. Stabler
(636)

Required for September 1987, initially for one term to replace a teacher on secondment, an enthusiastic Scale 1 teacher for the Secondary Department of this all-age school for children with moderate learning difficulties. As well as taking small groups for English/Maths the person appointed would also be involved in a wide range of practical and creative activities. Applications would be particularly welcomed from candidates with interests in Science/Environmental Studies, A.V. Aids and Computers.

Apply by letter to the Headmaster as soon as possible giving details of experience, referees etc. Visits to the school welcome. Please quote reference TES3.
(41294) 160022

HERTFORDSHIRE
ST. LUKE'S SCHOOL
Crouch Hall Lane, Redbourn, Herts. AL3 7ET
group 7(S)

Required for September 1987 or January 1988, an enthusiastic TEACHER FOR THE SENIOR DEPARTMENT of this all age school for children with moderate learning difficulties.

The person appointed will be responsible for implementing a programme of basic skills work with a small group of secondary aged pupils with moderate to severe learning difficulties. For teachers moving into the County, Hertfordshire has an attractive relocation scheme.

Further details and application forms available from the Headteacher, Mr. M. Pearce, St. Luke's School, Crouch Hall Lane, Redbourn, Herts. AL3 7ET (sae please).
(11207) 160022

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT SOUTH KENT AREA SWINFORD MANOR RESIDENTIAL SPECIAL SCHOOL

EDB Hothfield, Ashford, Kent Scale 18 teacher required to join an established multi-disciplinary staff team at this boarding school for 62 pupils aged 11-16 years. The post is non-residential and includes extraneous duties allowance for 17 hours per week. To commence duties at the beginning of Janunry 1988 or earlier if possible.

Please contact the Headteacher by telephone for further details. Ashford 22958.
(11301) 160022

LONDON SW10
PARAYHOUSE SCHOOL
See under Preparatory Schools. (11401) 160022

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
CAMBRIDGE HOUSE SCHOOL
159 Pepys Road, West Wimbledon SW20 8NP
Tel: 01-946 9736
Headteacher: Mr C. Gibson
Age range: 5-11 years
No. on roll: 24

Temporary Scale 1 Teacher required for September, 1987 to cover maternity leave. An experienced teacher for a group of emotionally and behaviourally disturbed junior aged children.

Closing date: A.S.A.P.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(11136) 160022

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
Service for Young Children with Specific Language Problems
Scale 1 Plus S.S.A Teacher

Wanted for September 1987, a qualified and experienced teacher of primary aged children, to work initially at Parklands School, with a small group of young pupils who have specific language problems.

Experience of teaching children with specific language problems, additional qualifications in this field or experience in teaching children with special educational needs, an advantage.

Please send s.a.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom completed applications should be returned by 17 July 1987.
(38557) 160022

SOLIHULL
EDUCATION COMMITTEE

HAZEL OAK SCHOOL
Hazel Oak Road, Shirley, Solihull

ASSISTANT TEACHER

Scale 1 + SSA

Required for the Autumn Term, at this school for children with moderate learning difficulties, a teacher to take responsibility for PE and Games thoughout the School.

Application forms and further details from the Head Teacher, Tel: 021-744 4162.

Closing date: 16 July, 1987. (11121) 160022

SUTTON
LONDON BOROUGH OF SUTTON
SHERWOOD PARK SCHOOL
Robin Hood Lane, Sutton SM1 2RW
Tel: 01-643 7718
TEACHER/S SCALE 1 + SAA
10.5 Permanent
10.5 Temporary to 30th April 1988

Required for September 1987 or as soon as possible, enthusiastic, conscientious teacher/s to join a developing team of professionals in this school for pupils with severe learning difficulties aged 2 ½ - 19 years. A flexible approach to teaching, a willingness to participate in all aspects of school life and an adaptable, friendly personality is essential. A sound working knowledge of child development and the ability to apply this is required. A specialist qualification in special Education Needs and Makaton is desirable but not essential. Although two half-time posts are offered, both positions could be filled by the same applicant. All short-listed candidates will be expected to visit the school prior to interviews. Please indicate on the front of your application form which position (or both) you are applying for.

Application form obtained from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.

Closing date: 16th July 1987.

An Equal Opportunities Employer. (38499) 160022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
KILGARTH SCHOOL
Cavendish Street, Birkenhead, Wirral L41 8BA

REQUIRED FOR 1st SEPTEMBER 1987 or as soon as possible thereafter, ASSISTANT TEACHER SCALE 1(S) of General Subjects for this Secondary School for pupils with emotional/behavioural problems.

Application forms and further details are available from the Headteacher, only on receipt of S.A.E. Closing date: Friday 17th July, 1987.
(11356) 160022

Appointments in Scotland

GLASGOW

KELVINSIDE ACADEMY

A part time teacher of Latin is required for August 1987. The proposed time table would involve one full day plus two half days, teaching throughout the senior school. Salary above S.E.D. Scales.

Applications with c.v. and names of two referees, should be addressed to The Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW.
(11181) 170000

LOTHIAN
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

AREA ORGANISER FOR ADULT BASIC EDUCATION - MIDLOTHIAN

Half Time - Permanent Post

Based at the Area Community Education Office, Doanhead, Midlothian

Required to indicate and support ABE provision throughout the area. Duties will include the recruitment of students and the selection and training of both voluntary and paid teaching staff.

Applicants should have a degree standard of education and/or teaching qualification, together with substantial experience in the teaching of adults, preferably in ABE. A further relevant qualification is desired. A driving licence is essential.

Salary on scale £11,613 - £12,567 pro rata (18.12 hours per week).

Application forms and furhter information may be obtained from: Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Tel: 031 229 9166, Ext. 2253, 2179.

The closing date is 17 July 1987.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.
(11180) 170000

REMINDER

Copy for Classified Advertisements in the T.E.S. should arrive not later than 4 p.m. Monday preceeding publication

READVERTISEMENT

Required for September 1987 or January 1988, Peripatetic Teacher for Visually Impaired Children (Scale 2 or 3).

Applications are invited for this new post to work in a small team under the direction of the Advisory Teacher for the Visually Impaired. The postholder will be based in S.E. Essex.

Travel expenses payable.

Removal and relocation expenses of C£4,000 are available for those who qualify.

Please send foolscap s.a.e. for form and details to: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 24 July 1987. (40735)

ESSEX County Council

SHERBOURNE FIELDS, Rowington Close, Off Kingsbury Road, CV6 1PS.
Tel. 0203 519501.
Headteacher: Mrs. E. Hancox
Required September 1987

Assistant Teacher

With particular interest in primary education at this school for physically disabled young people. An ability to develop the Creative Arts including Music would be an advantage. Experience in working with physically disabled children is not essential. Scale 1 + SSA.

Apply immediately by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher of the school. Enclose SAE if acknowledgement required.

Canvassing disqualifies.

We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

BRENT EDUCATION
towards a better future

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools – exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable

COME AND JOIN US

CLASS TEACHER — Scale 1

KINGSBURY DAY SPECIAL SCHOOL, Grove Park, Stag Lane Kingsbury, London NW9 0JY. Tel: 01-204 5396 (Roll 95).

Required from SEPTEMBER 1987 —

CLASS TEACHER (Scale 1 + Special Schools Allowance). Required in the Day School for children with severe learning difficulties.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 17th JULY 1987.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

TES

To: The School/Office

Address

I am interested in the post of

Please send me further information

Name:

Address:

Independent Schools

Headships

OXFORDSHIRE
ST. JOSEPH'S HALL
Private Tutorial College
St. Joseph's Hall is a small tutorial college with a good reputation, and a range of interests. We seek a Principal able to lead both the academic and the administrative development of the college, and to help us expand.
Please reply with cv to The Secretary, St. Joseph's Hall, Junction Road, Oxford OX4 2UJ. (11577) 180010

Deputy Headships Second Masters/Mistresses

ESSEX
FRIENDS' SCHOOL
Saffron Walden, Essex
Coeducational boarding school managed by the Society of Friends (Quakers) (330 pupils, 60 in Sixth Form)
Deputy Head
The Governors invite applications for the post of Deputy Head from January 1988. The Deputy Head is responsible to the Head and is fully involved in all matters of school policy.
Further details may be obtained from the Head's Secretary. Closing date for applications: August 15th. (41148) 180012

WEST SUSSEX
SEAFORD COLLEGE
Petworth, Sussex GU28 0NB
Independent Boarding School 430 boys, 13-18, all-ability
DEPUTY HEAD
Required for January 1988 or Easter 1988.
Applications are invited for the post of Deputy Head who is responsible to the Head and is involved in all matters of school policy. Salary £21,500.
Further details may be obtained from the Headmaster's Secretary. Closing date for application August 15th, 1987. (11067) 180012

Remedial and Special Needs Teaching Posts

Other Assistants

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DG
Requires from January 1988, a teacher of Special Needs able to work effectively in class groups, withdrawal and support groups with pupils who have learning difficulties.
Apply in writing with C.V. and two referees.
(38675) 181024

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE

READING BLUE COAT SCHOOL
Sonning on Thames, Berkshire RG4 0SU

Independent Day and Boarding 11-18

Art Teacher required in September for Autumn Term only. Would suit recently qualified or experienced teacher.

Write or telephone (Reading 441005) Headmaster. (38705) 181224

LONDON W10
SPANISH BILINGUAL SCHOOL
317 Portobello Road, London W10
Tel: 01-969 2664
Requires for September '87: A qualified teacher to take charge of the teaching of painting and drawing throughout the school. An interest in print making and textiles would be desirable.
Send CV or phone for details. (38693) 181224

Reddiford School

FOUNDED 1913

APPOINTMENT OF HEAD

The Governors invite applications for this post which becomes vacant from January 1988 due to the appointment of the present Head to Edinburgh Academy Preparatory School.

Reddiford is an independent Church of England co-ed preparatory school for 135 pupils ages 4-12, accredited by the Independent Schools Joint Council. Candidates should be communicant members of the Church of England, suitably qualified and have leadership experience — some teaching is involved and specialist subjects should be stated.

Applications in writing, together with cv and 3 referees, should be sent to:
Chairman of the Governors, 74 Cecil Park, Pinner, Middlesex, HA5 5HH. Closing date 31st July 1987.

OXFORDSHIRE
SIBFORD SCHOOL
Please see main ad. under Independent Schools. Pastoral Section. (38697) 181224

Classics

Other Assistants

LONDON EC4

CITY OF LONDON SCHOOL

HMC 800 day boys 10-18

A temporary teacher of LATIN is required for one term from January 1988, to teach the subject at all levels, including some A level work. Either two-thirds or full timetable may be arranged.

Salary substantially above Baker. The school moved in summer of last year to magnificent newly-built and newly-equipped premises on a riverside site in the City.

Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of two referees, should be made to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained. (38374) 181624

Computer Studies

Heads of Department

LONDON SW13

ST. PAUL'S SCHOOL
Lonsdale Road, SW13 9JT

Tel: 01-748 9162

HEAD OF COMPUTING

It is intended to appoint a Head of Computing from September 1987 or January 1988.

Further details may be obtained from the High Master's Secretary.

St. Paul's salary scale. If necessary, help with accommodation is available.

For children of established members of staff, free education is available at St. Paul's School, Colet Court or St. Paul's Girls' School.

Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master.
(38423) 182018

Other Assistants

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DG
Requires from September 1987 or January 1988 teacher of Computer Studies to GCSE standard. Should be able to offer Mathematics as a second subject.
Apply in writing with C.V. and two referees.
(38676) 182024

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490. Sixth Form 180
COMPUTER STUDIES
Required for September 1987 an enthusiastic teacher to take charge of a well-established computing department, knowledge of UNIX or PASCAL would be an advantage.
Apply to the Headmaster, Ardingly College, Haywards Heath, West Sussex RH17 6SQ enclosing C.V. and the names, addresses and telephone numbers of 2 referees.
Ardingly College is one of the Woodard Schools.
(11246) 182024

Craft, Design & Technology

Other Assistants

DERBYSHIRE
ABBOTSHOLME SCHOOL
Rocester, Uttoxeter ST14 5BS
Tel: 0889 590217
HMC Co-educational 260 pupils aged 11-18
Required in January 1988 a well-qualified teacher of C.D.T. capable of working with a wide range of materials. The Department is extremely well-equipped and operates a design-based problem-solving approach to the subject at both 'A' level and G.C.S.E. Thus a flexible attitude is necessary and an ability to contribute to the areas of Graphic, Computing and Electronics would be a distinct advantage.
Applicants must be willing to play a full part in the pastoral and extra-curricular activities, and the ability to coach one or more of the major sports would be especially welcome. Abbotsholme has its own salary scale and accommodation might be available.
Applications enclosing C.V. and the names and addresses of two referees should be sent to the Headmaster.
(38479) 182124

Economics & Business Studies

Other Assistants

EAST SUSSEX
CHARTERS-ANCASTER COLLEGE
Penland Road, Bexhill-on-Sea
(Boarding and Day School for Girls)
Required for September 1987 a graduate to teach ECONOMICS to 'A' and 'O' Level, either part-time, or full-time with a second subject. Salary according to Burnham Scale.
Charters-Ancaster College is a thriving school of just over 300 girls aged 5 - 18, 40 of whom are in the Sixth Form. It has an excellent academic record at 'A' and 'O' Level, with a high proportion of Sixth Form students continuing on into universities or colleges of further education.
Please apply to the Headmistress, enclosing a c.v. and names and addresses of two referees. (38158) 182224

English

Heads of Department

LONDON NW1
See advertisement under Partnerships on Page 87 for challenging vacancy in teaching and school management.
(34419) 182418

Other Assistants

BERKSHIRE
PANGBOURNE COLLEGE
HMC Boys Boarding and Day
Required for January 1988 a well qualified graduate to join a highly successful ENGLISH Department. Outstanding stage facilities completed in 1985. Ability to assist with games coaching, especially Rowing, will be an additional recommendation.
Own salary scale. Accommodation available.
Applications with full curriculum vitae and names of two referees should be sent to The Headmaster, Pangbourne College, Pangbourne, Reading RG8 8LA, from whom further details may be obtained. Tel: Pangbourne 2101.
(38764) 182424

BUCKINGHAMSHIRE
OAKDENE SCHOOL
(420 girls 8-18 years)
Required for September 1987 - A YOUNG Graduate to teach ENGLISH to G.C.S.E.
Telephone Beaconsfield 5114 for further details.
(11109) 182424

LONDON SE26
PART TIME ENGLISH TEACHER.
Required for January 1988, to teach English throughout the school. Opportunity for Advanced Level work. Burnham Scale 1 plus Inner London Allowance.
Please apply in writing to the Headmistress, Sydenham High School, G.P.D.S.T., 19 Westwood Hill, London SE26 6BL, enclosing c.v. in full, testimonials and names and addresses of two referees.
(40974) 182424

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 boys aged 11 to 18 - 200 in 6th Form)
Required in September 1987, a graduate to teach ENGLISH, in the first instance to GCSE. Interest and/or experience in drama would be an advantage. The department has a long-standing commitment to internally assessed courses, and sympathy with this approach to GCSE is desirable. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, hockey and cricket will be an advantage.
Salary: 'Baker' plus. Scale 2 equivalent available for suitably qualified and experienced person.
Application in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent to the Headmaster (English), The Royal Grammar School, High Street Guildford GU1 3BB. (38123) 182424

SURREY
ST. DAVID'S SCHOOL FOR GIRLS
St. David's School of Ashford near Staines, an independent School founded in 1716 for 350 girls have a vacancy for September 1987 for: ENGLISH TEACHER.
An English Graduate with a good P.G.C.E. qualification and the ability and enthusiasm for teaching to A Level is required with an interest for taking over the Junior Drama Club for 11-14 year olds and directing a pupils Magazine Committee.
Please apply in writing with C.V. and two referees to: Mrs Judith G. Osborne, Headmistress, St. David's School, Church Road, Ashford, Middx. TW15 3DZ. (11245) 182424

Geography

Other Assistants

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys, R.C. Member of H.M.C. 620 pupils from 12 to 18 years: 170 Boarders, 350 Day Boys and 100 girls in the Sixth Form
A well qualified graduate required for JANUARY 1988 to teach Geography throughout the school to Advanced level. Ability to teach some Lower School History desirable.
Ability to coach games, one or more of Rugby, hockey, cricket, rowing or help with Duke of Edinburgh Award would be an advantage.
Salary Baker according to qualifications and experience plus St. George's College allowance.
Applications, together with curriculum vitae and names of two referees, should be sent to the Headmaster.
(11567) 183624

Home Economics

Other Assistants

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11-18 years
Energetic teacher of HOME ECONOMICS wanted for September 1987 to teach up to GCSE initially. Post at present approximately 3/4 time.
Apply as soon as possible with curriculum vitae and names and addresses of two referees to the Headmistress, Westonbirt School.
(38668) 183024

Mathematics

Other Assistants

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Applications are invited for a Mathematics post at Dulwich College. The appointment could be from September 1987, or from January 1988, in which case there would be a temporary vacancy for Michaelmas Term 1987.
The person appointed would teach to all levels in the school.
Dulwich has its own salary scales, in excess of Burnham; placement on which will be according to age and experience. Married accommodation is available.
Applications by letter to the Master enclosing a full curriculum vitae, the names, addresses and TELEPHONE NUMBERS of two referees and stating whether September or January, permanent or temporary, appointment is desired.
Further details will be sent to all applicants.
(11558) 183494

OXFORD
A-LEVEL MATHEMATICS TEACHER WANTED
An experienced teacher of A-level Mathematics required for a full-time post from September 1987. Must be able to teach Pure Maths and Statistics to A-level.
Write with full CV and letter of application to: The Principal, St Aldates College, [illegible] Place, Oxford OX1 [illegible]
(38460) 183495

BOOTHAM SCHOOL YORK

One of the group of Quaker Schools in England

Appointment of HEAD from SEPTEMBER 1988

Applications from men and women are invited by 30th September 1987 for the post of Head of Bootham School (140 boy boarders, 84 day boys, 76 day girls), to succeed John H. Gray who retires at the end of the Summer Term 1988. Whilst it is hoped that the successful applicant will be a member of the society of Friends, applications are welcomed from others who are in sympathy with the society.

Further particulars may be obtained from J. Nigel Naish, Chairman, Bootham School, c/o 3 High Petergate, York YO1 2EN.
(02685)

FETTES COLLEGE, EDINBURGH

APPOINTMENT OF HEAD

Applications are invited from suitably qualified persons for the office of Head of Fettes College, Edinburgh, which falls vacant on 1st September 1988.

Further details may be obtained from the Clerk to the Governors of the Fettes Trust, 48 Castle Street, Edinburgh EH2 3LX (031-225 3912).

THE HABERDASHERS' ASKE'S SCHOOL
ELSTREE, HERTS. WD6 3AF

(HMC — INDEPENDENT — 1300 BOYS — 300 IN SIXTH)

Required for September 1987 or January 1988, graduate teachers of

1) Economics & Politics
2) Geography
3) Physics

Please telephone the Headmaster's Secretary (01-207 4323) for further details.

INDEPENDENT EDUCATION
continued

SOUTHPORT
KINGSWOOD SCHOOLS
Southport
Required for September 1987 or January 1988. A fully qualified graduate teacher of MATHEMATICS to MATHEMATICS/ECONOMICS.
The ability to teach either Mathematics or Economics to 'A' level standard an essential requirement. An ability to offer Computer Studies would be an added recommendation.
For further details and application form contact the Headmaster, Kingswood Schools, 26 Westcliffe Road, Birkdale, Southport PR8 2BU (Tel: (0704) 63211).
(38677) 183424

WEST SUSSEX
SLINDON COLLEGE
The school requires an energetic young teacher with a commitment to boarding school life. The post would be full-time, teaching Mathematics, Physics and Games, and accommodation could be provided. Slindon College is a small independent boarding school offering education in small classes to boys aged 11 to 18.
Please apply in writing, with CV, to the Headmaster's Secretary, Slindon College, Slindon, Arundel, West Sussex BN18 0RH.
(38323) 183424

Modern Languages

Heads of Department

BEDFORDSHIRE
BEDFORD SCHOOL
HEAD OF FRENCH
Required for January 1988 a graduate to take charge of French in the Modern Languages Department. Spanish as a second language would be an advantage. An ability to contribute to extra curricular activities will be expected. Bedford School Salary Scale, commensurate with experience.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom application should be made, together with full curriculum vitae and the names of two referees.
(38679) 183618

Other Assistants

BERKSHIRE
CLAIRES COURT SCHOOL
Ray Mill Road East, Maidenhead, Berks SL6 8TE
IAPS 250 Day Boys 11-16
A qualified teacher of MUSIC required in September 1987 to take charge of a thriving department.
The post includes teaching of class music up to GCSE, group instrumental, choral and individual instrumental tuition, as well as assisting with school musical productions. The post may be either full or part-time, the current Director of Music teaching some Junior English.
Applications in writing, enclosing CV and names, addresses and telephone numbers of at least two referees, to the Headmaster.
(38694) 183624

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490, Coeducational Sixth Form 180
FRENCH
Required for September, 1987, a well qualified French graduate to teach French throughout the School to O and A Level, and Spanish to O Level. A desire to help with exchanges would be welcome.
Apply to the Headmaster, Ardingly College, Haywards Heath, West Sussex RH17 6SQ, enclosing C.V. and the names of two referees.
Ardingly College is one of the Woodard Schools.
(40780) 183624

Music

Other Assistants

BERKSHIRE
BRADFIELD COLLEGE
Reading, Berkshire
ASSISTANT DIRECTOR OF MUSIC
Required for January 1988, a graduate in Music who is an experienced organist. Class teaching to GCSE and A Level, individual instrumental pupils. Additional expertise in orchestral playing would be an advantage.
Bradfield College salary scale. Accommodation available.
Applications, with c.v. and the names, addresses and telephone numbers of two referees to The Head Master, Bradfield College, Reading, Berkshire RG7 6AR. Tel: 0734 744203. (39954) 183824

Pastoral

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire HP11 1PE
Required in January 1988, HOUSEMISTRESS to be responsible for a House of 40 girls aged 12 to 17 years. Part-time teaching. This post might well suit a married couple. No catering. Salary equivalent to old Burnham Scale 3 plus responsibility allowance and free board and residence in term-time. Government Superannuation Scheme.
Apply with names of two referees to the Headmistress. Please include telephone number. (11108) 184024

OXFORDSHIRE
SIBFORD SCHOOL
Co-Educational Quaker Boarding School
Sibford Ferris, Banbury, Oxon OX15 5QL
Required for September or January, an Assistant Boys' Housemaster who will either be:
(a) a Potter who will do some part-time teaching and have the use of school facilities for his own work.
(b) a student/assistant games teacher who will not have a formal teaching qualification.
(c) (January applicants only) a qualified games or junior teacher who would be an applicant for a post in the School's Junior Department due to open in September 1988.
(38695) 184024

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon. OX15 5QL
Co-Educational Quaker Boarding School
Applications are invited for September 1987 for the post of Resident Matron/Sister at a Quaker boarding school of 360 children (9 - 18).
The person appointed will share in the foundation of a junior boarding department opening for 9 - 11 year olds in September 1988 and will be responsible for the organisation and running of the School Sanatorium. A part-time Sister assists in the latter.
Applicants should be SRN and have boarding school experience. Accommodation and board are provided.
Letters of application with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible.
(38657) 184024

Physical Education

Other Assistants

BRIGHTON

ROEDEAN SCHOOL
Brighton

Age Range - 9½ - 18

Number on Roll: 475

1. REQUIRED FOR JANUARY, 1988 a fully-qualified teacher of P.E. and Games specialising in Lacrosse. The School has a thriving and varied physical education programme which also includes the Duke of Edinburgh Award Scheme. Candidates for this post should expect to be involved very thoroughly in extra-curricular activities and be in sympathy with the demands of a boarding school.

2. REQUIRED FOR SEPTEMBER, 1987: TEMPORARY POST FOR MICHAELMAS TERM, a full-time teacher of physical education and games.

Salary commensurate with experience.

Please apply in writing with full c.v. and names, addresses and telephone numbers of two referees to the Headmistress, Roedean School, Brighton BN2 5RQ.
(38466) 184224

BUCKINGHAMSHIRE
BURY LAWN CO-EDUCATIONAL
Independent Day School
(3 - 18) Soskin Drive, Monks Way, Stantonbury, Milton Keynes MK14 6DP
Required immediately fully qualified P.E. and Games Teacher to teach all boys throughout the School.
Please telephone Miss Hunt for further details or to make an appointment as soon as possible.
Tel: (0908) 220345.
(11561) 184224

DORSET
THORNLOW SCHOOL
101 Buxton Road, Weymouth DT4 9PR
(Boys/Girls, 110 Day, Boys 40 Boarding, 11-16 years)
Resident Master required for September 1987 to take charge of P.E. throughout the school and some general subjects. Full board during term time in return for boarding duties.
Burnham Scale 1 and superannuation.
Apply to the Headmaster with C.V. and names and addresses of two referees.
(39775) 184224

ISLE OF MAN

BUCHAN SCHOOL FOR GIRLS
Castletown, Isle of Man

Required for September 1987 a teacher of P.E. and Games throughout the Senior School. Good facilities available.

Ability to offer some teaching in another subject and contribute to Duke of Edinburgh Award activities would be an advantage. The post would suit a newly qualified teacher.

Apply in writing with a brief c.v. and the names and addresses and telephone numbers of two referees to the Principal by 14th July 1987. (11051) 184224

MIDDLESEX
PHYSICAL EDUCATION - PART-TIME
Required for September 1987 an enthusiastic specialist to teach throughout the School for approximately 2½ days per week.
Applicants must be willing to participate fully in extra-curricular activities.
Apply immediately in writing to: The Headmistress, St. Catherine's Senior School for Girls, Cross Deep, Twickenham TW1 4QJ. enclosing s.a.e. (38485) 184224

OXFORDSHIRE
SIBFORD SCHOOL
Please see main ad. under Independent Schools, Pastoral Section. (38696) 184224

SHEFFIELD
SHEFFIELD HIGH SCHOOL
Required for September 1987, a part-time (21 periods) teacher to teach Physical Education and Health Education throughout the school. An ability to teach dance is essential and a willingness to help with extra curricular activities would be welcomed.
Please apply by letter enclosing curriculum vitae, names of two referees and SAE to the Headmistress, Miss D. M. Skilbeck, B.A., Sheffield High School, 10 Rutland Park, Sheffield S10 2PE Tel: 0742 660324.
Closing Date - Friday 10th July 1987. (39818) 184224

WEST SUSSEX
SLINDON COLLEGE
The school requires an energetic young teacher with a commitment to boarding school life for September 1987. The post would be full-time, teaching Mathematics, Physics and Games, and accommodation could be provided. Slindon College is a small independent boarding school offering education in small classes to boys aged 11 to 18.
Please apply in writing, with CV, to the Headmaster's Secretary, Slindon College, Slindon, Arundel, West Sussex BN18 0RH. (38325) 184224

Science

Heads of Department

OXFORDSHIRE
BLOXHAM SCHOOL
(HMC; Woodard; 150 in the Sixth Form)
HEAD OF CHEMISTRY
A good honours graduate is required to lead a successful Chemistry Department, starting in either January 1988 or September 1988. Willingness to play a full part in the life of a boarding school is essential. Married or bachelor accommodation available. Own Salary Scale.
Further details from the Headmaster, Bloxham School, Banbury, Oxon. OX15 4PE (Tel: 0295 720206) to whom application should be made, including C.V. and names and addresses of two confidential referees. (39811) 184818

Other Assistants

HERTFORDSHIRE
ST MARGARET'S SCHOOL
Bushey
Independent, day and boarding, 430 girls
Wanted from September Term, 1987, a part-time teacher of Chemistry. Approx. 14 periods per week. Accommodation may be available.
Write as soon as possible to the Headmistress, St. Margaret's School, Merryhill Road, Bushey, Herts WD2 1DT, giving C.V. and names of two referees.
(41281) 184824

LONDON SW13

ST. PAUL'S SCHOOL
Lonsdale Road, London SW13 9JT

Tel: 01-748 9162

There will be a vacancy in September 1987 or January 1988 for a graduate to teach

PHYSICS

Throughout the school. There are typically 100 boys studying A Level Physics, and there is a strong Oxbridge tradition. Further information may be obtained from the Head of Science.

St. Paul's salary scale (substantially above national scale). Help with accommodation may be available if necessary.

For children of established members of staff, free education is available at St. Paul's School, Colet Court and St. Paul's Girls' School.

Applications, giving full details and qualifications and the names of two referees, should be sent as soon as possible to the Head Master.
(39943) 184824

WEST SUSSEX
SLINDON COLLEGE
As a result of curriculum development a full-time Biologist and/or Chemist is required for September 1987. Slindon College is a small independent boarding school offering education to boys aged 11 to 18 and, therefore, commitment to boarding school life would be required. Accommodation would be provided for a single person.
Please apply in writing, with CV, to the Headmaster's Secretary, Slindon College, Slindon, Arundel, West Sussex BN18 0RH.
(38322) 184824

WEST SUSSEX
SLINDON COLLEGE
The school requires an energetic young teacher with a commitment to boarding school life for September 1987. The post would be full-time teaching Mathematics, Physics and Games, and accommodation could be provided. Slindon College is a small independent boarding school offering education in small classes to boys aged 11 to 18.
Please apply in writing, with CV, to the Headmaster's Secretary, Slindon College, Slindon, Arundel, West Sussex BN18 0RH.
(38324) 184824

WILTSHIRE
SCIENCE
WARMINSTER SCHOOL
(SHMIS - Co-educational Day and Boarding, 440 pupils)
Required if possible for September 1987, or January 1988, a graduate to teach Physics with some Mathematics. This will be a residential post. Own salary scale above Baker.
Apply with C.V. and the names, addresses and telephone numbers of two referees to: The Master, Warminster School, Warminster, Wiltshire BA12 8PJ. Tel: (0985) 213030.
(11573) 184824

Social Studies

Other Assistants

SURREY
HURTWOOD HOUSE SCHOOL
Required September 1987, a young experienced teacher offering a combination of Law and Business subjects.
Apply Box No. 00677 Priory House, St John's Lane, EC1M 4BX. with C.V. Further details will be sent on receipt of applications. (44189) 185024

Other than by Subject Classification

Other Assistants

A CAREER IN INDEPENDENT EDUCATION? See Q.E.D. Educational Recruitment - Prep. Schools. 'Other than by Subject Classification'. Contact us now for Sept. posts. Tel: 0494 73395/782913. (39206) 185624

BUCKINGHAMSHIRE
OAKDENE SCHOOL
(420 girls 8 - 18 years)
Required for September 1987:
(1) A graduate to teach ECONOMICS to G.C.S.E. & 'O' Level.
(2) A graduate to teach GEOGRAPHY to G.C.S.E. & 'O' Level.
Tel: Beaconsfield 5114 for further details.
(38662) 185624

HAMPSHIRE
Required September Resident Teacher for History to GCSE level, and 1st and 2nd year Latin. Duties in boys' Dormitories and an interest in boys' games.
Apply: Headmaster, Hilsea College, Oakley Hall, Basingstoke, Hants. RG23 7EJ.
(38660) 185624

LONDON W6
THE CORONA STAGE SCHOOL
16 Ravenscourt Avenue
Tel: 01-741 2610
Wanted for September a qualified and experienced teacher for a mixed form of 11/12 year olds, chiefly to teach English & Maths. Mornings only (0.5).
This is a permanent post in a very happy interesting school.
Apply with full details in writing to the Headmaster at the above address - or telephone for more details.
(40773) 185624

OXFORD
ST. JOSEPH'S HALL
Private Tutorial College
St. Joseph's Hall is a small tutorial college with a good reputation, and a range of interests. We seek a Principal able to lead both the academic and the administrative development of the college, and to help us expand.
Please reply with cv to The Secretary, St. Joseph's Hall, Junction Road, Oxford OX4 2UJ. (11578) 185624

SALFORD
French teacher full time up to 'O' and 'A' level required in September. Also Lab Assistant.
Apply Principal, Jewish School for Girls, 10 Radford St., Salford M7 0NT.
(39463) 185624

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

ELLESMERE COLLEGE
ELLESMERE, SHROPSHIRE
(HMC Woodard — 150 in Sixth Form)

MODERN LANGUAGES

Required for January 1988
a well qualified modern linguist to teach up to and including 'A' level. Possibility of taking over Headship of Modern Languages Department in the near future.

Further information together with application form available from the Headmaster, Ellesmere College, Ellesmere, Shropshire SY12 9AB.

STOCKPORT GRAMMAR SCHOOL

Independent HMC Founded 1487

1,010 boys and girls 11 to 18

PHYSICAL EDUCATION

Required for September 1987 a PHYSICAL EDUCATION specialist to teach boys throughout the school. This is a temporary appointment following a promotion. The boys play rugby and lacrosse in both winter terms; ability to coach rugby will be an advantage.

Salary according to age and experience.

Please apply in writing giving names of two referees to The Headmaster, The Stockport Grammar School, Buxton Road, Stockport SK2 7AF from whom further details may be obtained.
(14739)

QUEENSWOOD
HATFIELD, HERTFORDSHIRE

GRADUATE BIOLOGY TEACHER
(TEMPORARY)

Required from mid-November 1987 to the end of the Spring Term 1988 to cover for maternity leave, teaching Biology to G.C.S.E. and 'A' Level, and Junior Integrated Science. Must be willing to work as part of a team of 6 Graduate Scientists and 5 Technicians, in a well-equipped Department.

Queenswood is an independent boarding school for 400 girls in the age range 11–18.

Written applications and CV's (with telephone number), and names, addresses and telephone numbers of two referees, to: Mrs. A.M.B. Butler, M.A., Headmistress, Queenswood, Brookmans Park, Hatfield, Herts. AL9 6NS.

Closing date for applications: 14th July.

Preparatory Schools

Deputy Headships Second Masters/ Mistresses

LONDON NW1
See advertisement under Partnerships on Page 87 for challenging vacancy in teaching and school management.
(24421) 200012

WORCESTER

THE KING'S JUNIOR SCHOOL
Mill Street, Worcester

IAPS 120 Boys aged 8-11 Day and Boarding

Applications are invited for the post of Second Master to commence January 1988. Candidates should be suitably qualified, enthusiastic and willing to play a full part in pastoral, boarding and curricular aspects of school life.

The post involves the teaching of English, including Drama, and the ability to coach team games would be an advantage.

Salary: above Baker.

Applications in writing with C.V. and the names and addresses of two referees to the Head of Junior School; closing date 17th July. (41280) 180012

COVENTRY SCHOOL
(King Henry VIII and Bablake; HMC co-educational)

Head of Junior School

A well qualified and experienced HEAD TEACHER is required in January or April 1988 to take charge of Coventry Foundation Junior School, which is the preparatory department for King Henry VIII and Bablake. The school is co-educational with approximately 290 pupils aged 7 to 11 on roll. Salary in accordance with new scales for Group 5 head teacher plus Coventry School allowance. Applicants must be in full sympathy with the independent and selective character of the school.

Apply by letter (no forms) with full curriculum vitae and names and addresses of referees to the Director, Coventry School, King Henry VIII, Warwick Road, Coventry CV3 6AQ.
(40971)

BELMONT SCHOOL I.A.P.S.

110 boys 7-13 years including 50 boarders

Required for September 1987 a young enthusiastic teacher of English. An interest in games and willingness to participate fully in the life of the school is essential. Excellent terms of service including free board and accommodation.

Application will full C.V. and names and addresses of two referees to:
The Headmaster, Belmont School, Feldemore, Holmbury St. Mary, Dorking, Surrey.
(17419)

DEAN CLOSE JUNIOR SCHOOL CHELTENHAM
(IAPS 270 Pupils Co-Educational Boarding/Day School)
Required for January 1988

HEAD OF FRENCH

Well qualified and experienced teachers are invited to apply for this Senior Post. The successful applicant will have charge of the subject throughout this IAPS Co-Educational Day/Boarding Preparatory School.

Full details available from Ian F. M. Ferguson, Headmaster, Dean Close Junior School, Hardy House, Lansdown Road, Cheltenham, Glos., GL51 6QS, telephone (0242) 512217 to whom applications should be sent, with full c.v. and the names, addresses and telephone numbers of two referees. [illegible]

By Subject Classification

Classics

Other Assistants

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glass, Huntly, Aberdeenshire AB5 4XH
I.A.P.S. Co-ed 7+ to 13+
Required September 1987 or January 1988 qualified teacher for Latin to C.E.E. and P.S.S. levels. Games ability welcomed. Country location. Married or single accommodation available. Salary: Baker Scale.
Apply in own writing with typed c.v. and names, addresses and telephone numbers of two referees to the Headmaster. (38681) 201624

DORSET
Required for September a teacher of Latin to Scholarship and C.E. level at Sherborne Preparatory School, where the subject is valued highly. Ability to contribute to school life in other ways desirable, e.g. coaching rugger/cricket/hockey, etc. Accommodation for single or married person. Salary based on Baker Scale 1. Government superannuation.
Please write giving names, addresses and telephone numbers of two referees to: The Headmaster, The Preparatory School, Sherborne, Dorset DT9 3NY. (38654) 201624

Craft, Design & Technology

Other Assistants

BERKSHIRE
LAMBROOK
Winkfield Row, Bracknell, Berkshire RG12 6LU
Required for September 1987, part-time teacher of Craft, Design and Technology. Flexible time table.
Application to include CV with names and addresses of two referees, to the Headmaster. (38124) 202124

English

Other Assistants

LONDON W1
English Teacher required for September age range 9-13.
Please apply with full C.V. to The Headmistress, Clarendon School, 66 New Bond Street, London W1Y 9DF. (11563) 202424

Geography

Other Assistants

BROMLEY
GEOGRAPHY COLUMN
BICKLEY PARK SCHOOL
Bickley, Bromley, Kent BR1 2DY
Requires for September full-time teacher to take Geography to senior forms, up to Common Entrance and P.S.S. standard, and English to the the 3rd Forms.
Please apply in writing with C.V. and names of two referees to the Headmaster. Salary Bickley Park Scale 1 (above the Headmaster. Salary Bickley Park Scale 1 (above Burnham). Accommodation available for single person. (24991) 202624

WEST MIDLANDS
Temporary teacher of Geography required with some participation in Games September 1987 to July 1988. Scale I position with small additional allowance.
Applications and the names and addresses of two referees to the Headmaster, The Blue Coat School, Edgbaston, Birmingham B17 0HR. (11584) 202624

WEST SUSSEX
THE PREBENDAL SCHOOL
Chichester, Sussex PO19 1RT.
(I.A.P.S. Co-educational, day and boarding - 184 pupils)
Teacher required in January 1988 (or September 1987 if available) to teach Geography to C.E.E. and P.S.S. level. Possibility of becoming Head of Department. The successful applicant should also be able to teach a subsidiary subject and be willing to coach games and play a full part in the extra-curricular activities of this flourishing Cathedral Choir School. It is hoped that the person appointed might be a resident and willing to help with the choristers during Choir Holidays.
Salary according to Baker with D.E.S. Superannuation. Accommodation and meals can be provided for a single person.
Applications with Curriculum Vitae and names and [illegible] (58821) 202624

Mathematics

Other Assistants

KENSINGTON W8
LADY EDEN'S SCHOOL
39/41 Victoria Road, London W8 5RJ
Required in September 1987, qualified teacher, 5 mornings only. For Mathematics and English up to work with individual children and small children and small groups (8-11 year olds).
New 'Baker' salary. Government Superannuation Scheme.
Apply in writing with curriculum vitae to Miss C. Trevethan, Headmistress. (39211) 203424

SURREY
DUKE OF KENT SCHOOL
Ewhurst
Required for September 1987 a young, enthusiastic and fully qualified teacher to teach primarily in the 8 to 11 age range. Subjects offered must include some Mathematics; English or Science would be an added recommendation. Teaching to C.E. level is available in certain subjects depending on qualifications and experience. This is a co-educational I.A.P.S. boarding school of 180 pupils and a willingness to participate fully in the boarding-life of the school is essential. Ability to coach games would be a further important recommendation.
The school has its own salary-scale and pays the Outer London Fringe Allowance and Government Superannuation. Accommodation is available.
Applications together with the names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS. Further details on request.
(11044) 203424

Modern Languages

Other Assistants

DORSET
Required for September at Sherborne Preparatory School a teacher of French up to Scholarship and C.E. level; who should be sufficiently experienced and expert to maintain the high standard to which the school is accustomed. Ability to contribute to school life in other ways desirable, e.g. coaching rugger/cricket/hockey, etc. Accommodation for single or married person. Salary based on Baker Scale 1. Government superannuation.
Please write giving names, addresses and telephone numbers of two referees to: The Head Master, The Preparatory School, Sherborne, Dorset DT9 3NY. (38653) 203624

MIDLOTHIAN

CLIFTON HALL SCHOOL
Newbridge, Midlothian EH28 8LQ

A qualified FRENCH TEACHER is required for September to teach French to 9-13 year olds. Accommodation is available for teachers who become involved in the boarding life of the school.

Application to the Headmaster by July 24th. (11428) 203624

Music

Other Assistants

KENT
CANTERBURY
ST EDMUND'S JUNIOR SCHOOL
(IAPS; incorporating choristers of Canterbury Cathedral)
Required in January 1988 (November 1987 if possible), a versatile MUSICIAN for a department of five full time staff; to take charge of junior class music teaching and some ensemble work, and to develop the early stages of GCSE music in collaboration with Senior School staff. Opportunity to teach examination or instrumental lessons in Senior School. Preference giving to a competent pianist. 'Baker' salary according to qualifications and experience.
Apply with full curriculum vitae and names and addresses of three referees to The Headmaster, St. Edmund's School, Canterbury, Kent CT2 8HU. (11581) 203824

Pastoral

Other Assistants

OXFORDSHIRE
[illegible] (58698) 204024

Physical Education

Other Assistants

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glass, Huntly, Aberdeenshire AB5 4XH
I.A.P.S. Co-ed 7+ to 13+
Requires September 1987 or January 1988 qualified P.E. Teacher to take charge of the subject throughout the School. Ability to offer classroom subjects, as well as games coaching, additional asset. Enthusiastic and committed teacher sought. Resident post. Salary: Baker Scale.
Apply in own writing with typed c.v. and names, addresses and telephone numbers of two referees to the Headmaster. (38680) 204224

Science

Other Assistants

MIDLOTHIAN

CLIFTON HALL SCHOOL
Newbridge, Midlothian EH28 8LQ

A qualified SCIENCE TEACHER is required for September. At least ½ timetable of science is available with some Maths and Computing for a suitably able candidate. The post can be part-time but accommodaton is available for teacher who become involved with the boarding life of the school.

Applications to the Headmaster by July 24th. (11427) 204824

Other than by Subject Classification

Other Assistants

A CAREER IN INDEPENDENT EDUCATION

Qualified teachers seeking posts in Independent Schools SEPT. '87 and beyond should telephone or write for details enclosing typed C.V. and 3 professional referees, and a large S.A.E. for application form.

A Number of prep. School posts (London) and other posts are currently available. Contact us now:- Damaris Barnes/Angela Forsyth, Q.E.D. Educational Recruitment, 109 High Street, Chesham, Bucks. HP5 1ED. Tel: 0494 773393/782915. (39205) 205624

BROMLEY
BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Requires for September full-time teacher to take games throughout the school (soccer, rugby, cricket, athletics, etc.) and to take Junior French (9 and 10 year olds), with a little History.
Please apply in writing with C.V. and names of two referees to the Headmaster, Bickley Park School. Salary above Burnham. Accommodation available for single person. (24990) 205624

DEVON
ST. AUBYN'S SCHOOL
Howden Court, Tiverton, Devon EX16 5PB
Tel: 0884 252393
Rural I.A.P.S., Co-educational 3-13+, 215 on roll, 45 boys and girls boarding. Christian foundation and outlook
Applications are invited for January 1988 (or September 1987 if possible).
MATHEMATICS and/or SCIENCE
To teach middle school through to C.E.E. and P.S.S. level in a well equipped laboratory. Computing experience with electronics would be an advantage. The applicant must be prepared to assist with rugger, and the ability to coach P.E., basketball or swimming would be a definite advantage.
Applications are invited for September 1987.
ART and C.D.T.
To teach art within a C.D.T. context throughout the school on, at present, a half timetable post.
Written applications with curriculum vitae, telephone number and the names, addresses and telephone numbers of two referees to the Headmaster. (11880) 205624

GLOUCESTERSHIRE
ST. EDWARD'S SCHOOL
Ashley Road, Charlton Kings, Cheltenham GL52 6NT
Due to an increase in numbers, two ASSISTANT TEACHERS are wanted for the lower forms (8-10 years) in the Middle School for September 1987. The persons appointed would act as Form Teachers for one of the younger forms and be able to offer Science and/or Boys games. The salary scale would be according to the recent Baker award.
St. Edward's School is a coeducational, Catholic day school being formed from the merging of two neighbouring independent schools. The Middle School (8-13) will have 400 pupils on its own 40 acre site.
Applications with a c.v. and the names of two referees to the Principal, as soon as possible. (Tel: 0242 526697). (38488) 205624

KENT
HOLY TRINITY INDEPENDENT JUNIOR SCHOOL
FULL-TIME INFANT CLASS TEACHER
Urgently required for September, R.C. Preferred.
Apply with C.V. to Headmistress Holy Trinity Convent, 81 Plaistow Lane, Bromley, Kent BR1 3LL. Tel. 01-460 1712. (38146) 205624

LONDON N12
HOLMEWOOD PREP SCHOOL, I.A.P.S.
London N12
Required for September 1987, an enthusiastic, qualified teacher for a class of 5-6 year-old boys in an expanding pre-preparatory department.
Baker scale + superannuation and O.L. Weighting Allowance.
Please telephone (01-445 9670) or write to the Headmaster, 88 Woodside Park Road, London N12 8SH. (11421) 205624

LONDON NW1
NORTH BRIDGE HOUSE SCHOOL
Regent's Park
Co-Educational Preparatory School
Required for September a qualified and experienced class teacher to take charge of a class of able nine to ten year olds in this lively and expanded preparatory school. Willingness to help with games and extra curricular activities desirable. Experience welcome but the post would suit equally an enthusiastic newly qualified teacher.
Salary in line with Inner London Maximum Weighting
D.E.S. Superannuation
Promotion opportunities
Apply with Curriculum Vitae and the names of two referees to: The Headmaster, North Bridge House School, 14 - 15 Gloucester Gate, Regent's Park, London NW1 4HG. (24465) 205624

LONDON NW11
THE KING ALFRED SCHOOL
Hampstead
Est. 1898
From September 1987 - class teacher for two-year vertically grouped class of 5/6 year olds in this unusual co-educational all-age (4-18), non-denominational, school.
Details from: The Head, The King Alfred School, North End Road, London NW11 7HY (Tel: 01-455 9601) enclosing s.a.e. or send c.v. with full letter of application. (03014) 205624

LONDON SW19

Required for September 1987 for Boys Pre-Prep Day school Mature teachers only, for

a) Kindergarten teacher for 4-5 year olds (part-time).

b) Class teacher 7-8 year olds.

Applications in writing with C.V. to:- The Principal, Wimbledon Common Preparatory School, 113 Ridgway SW19 4TA (11571) 205624

LONDON SW10
FARAYHOUSE SCHOOL (LEARNING DIFFICULTIES)
Required for September a teacher for small group of 7-9 year olds, with wide range of special needs, (would suit working Mother) please telephone: Mrs S. Jackson 01-352 2882. (11100) 205624

LONDON SW3
An energetic enthusiastic class teacher of 6-7 year olds for September 1987. [illegible] Apply with c.v. [illegible] telephone numbers [illegible] 15 Cadogan Gardens, London SW3 [illegible] (11099) 205624

PREPARATORY SCHOOLS
continued

LONDON SW7

THE HAMPSHIRE SCHOOL

Qualified part time teacher of Science and Computing required from September 1987. The teaching will involve preparing girls for 11+, 12+ and 13+ Common Entrance.

Please apply in writing with curriculum vitae and names and addresses of three references to The Headmaster, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. (40932) 205624

LONDON W10
SPANISH BILINGUAL SCHOOL
317 Portobello Road, London W10
Tel: 01-969 2664
Requires for September '87: A qualified teacher for Juniors. Some knowledge of Spanish would be an advantage but not essential.
Send CV or phone for details. (11506) 205624

LONDON W11
FALKNER HOUSE BOY'S SCHOOL
19 Pembridge Villas, London W11 3EP
Teacher required for September 1987 - for 4-9 years old.
Please apply in writing with C.V. and two referees to the Headmistress. (36023) 205624

LONDON W1
General Class Teacher required for September age range 9-11.
Please apply with full c.v. to The Headmistress, Clarendon School, 66 New Bond Street, London W1Y 9DF.
(11564) 205624

LONDON W2
From September 1987, co-educational school (5-11 years) requires two junior form teachers, one able to take music. Burnham Scale 1 plus I.A.
Applications in writing with c.v. and s.a.e. please to: The Principals, Connaught House School, 47 Connaught Square, London W2 2HL.
(34085) 205624

LONDON W7
MANOR HOUSE SCHOOL
16 Golden Manor, Hanwell W7 3EG
Tel: 01-567 4101
Required for September 1987 for ENGLISH for children 8-13.
Some help with boys games and possibly one or two supporting subjects. First appointment considered. We are a small, happy caring school with excellent staff relations.
Apply in writing to the Headmaster Mr D.F. Reading U.B. (Hons) B.A. with full c.v. (39918) 205624

MIDDLESEX

Required for September 1987 - qualified infant teacher in a small friendly co-educational day school. Salary according to experience and qualifications.

Apply in writing to: The Principal, Reddiford School, 38 Cecil Park, Pinner, Middlesex HA5 5HH, enclosing full C.V. and names, addresses and telephone numbers of 3 referees. (11580) 205624

NORTH WALES
RUTHIN SCHOOL
Required for September 1987 full qualified teacher for general subjects to 8-9 year old boys in Junior School and to be resident in charge of small junior boarding house.
Early application desirable. Telephone or write to the Headmaster, Ruthin School, Clwyd LL15 1EE - Tel: (08242) 4344/4. (11578) 205624

SURREY
DUKE OF KENT SCHOOL
Ewhurst
Required for September 1987 a young, enthusiastic and fully qualified teacher to teach primarily in the 8 to 11 age range. Subjects offered must include some Mathematics; English or Science would be an added recommendation. Teaching to C.E. level is available in certain subjects depending on qualifications and experience. This is a co-educational I.A.P.S. boarding school of 180 pupils and a willingness to participate fully in the boarding-life of the school is essential. Ability to coach games would be a further important recommendation.
The school has its own salary-scale and pays the Outer London Fringe Allowance and Government Superannuation. Accommodation is available.
Applications together with the names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, [illegible]

WEST SUSSEX

HANDCROSS PARK SCHOOL
Near Haywards Heath, West Sussex RH17 6HF

Co-ed Boarding and Day IAPS

Required in September 1987 a qualified teacher of General Subjects for the Junior Form of 7 year-olds. A competence to teach girls' games (netball *and rounders) would be a* recommendation. A willingness to share fully in the life of the school is essential. Handcross Park Salary Scale (related to National Scale).

Apply to the Headmaster with Curriculum Vitae and names, addresses and tel. nos. of two referees. (38431) 205624

WEST SUSSEX
Resident qualified Junior teacher required for September to teach 8-9 year old boys and girls and to be House Tutor in the Girls' Boarding House. Baker award plus full board.
Apply to the Headmaster for further details.
Great Walstead is a Christian Independent Preparatory School founded in the Evangelical Tradition.
Great Walstead School, Lindfield, Haywards Heath, Heath, W. Sussex RH16 2QL. Tel: Lindfield (04447) 2142. (11422) 205624

Colleges of Further and Tertiary Education

Other Appointments

BUCKINGHAMSHIRE
MILTON KEYNES COLLEGE
Department of Catering, Care and Community Services
LECTURER IN SOCIAL CARE
Applications are invited for suitably qualified and experienced persons for the above post from September 1987 or as soon thereafter as possible.
The person will assist with the teaching of the CCETSW-validated In-Service Course in Social Care, Preliminary Certificate in Social Care, short courses for Social Services and voluntary agencies; and to contribute innovative ideas towards the development of new patterns of training in a changing educational environment.
Applicants should preferably have a degree, and must possess the CQSW or CSS and recent social work experience. A teaching qualification would be desirable. Good communication skills, teaching/training experience, and organisational ability will be required.
This post may be suitable for job-sharing.
Salary: Burnham Lecturer Grade I £6,843 - £11,865 progressing to £13,656.
Application forms and further particulars are available on receipt of a stamped self-addressed envelope (9ins x 6ins) from the Principal, Milton Keynes College, Chaffron Way, Leadenhall, Milton Keynes MK6 5LP. Completed forms should be returned within fourteen days of this advertisement.
(11232) 220026

CALDERDALE
(METROPOLITAN BOROUGH COUNCIL)
EDUCATION DEPARTMENT
PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ
Tel: (0422) 58221
Ref No: ED/924 Post 113 ENTERPRISE IN BUSINESS: to teach with Enterprise Training Services and across College Diploma Courses.
ED/925 Post 114 LEISURE STUDIES: course tutor to YTS Leisure Studies and to contribute to B/Tec course. PE qualification essential.
ED/926 Post 115 HEALTH STUDIES: to teach First Aid short courses and health subjects across the college.
ED/927 Post 116 ENGLISH DRAMA: to teach English Literature and Language and to develop Community Drama.
Temporary posts available 1 September 1987 - 31 August 1988.
ED/928 Post 117 ENGINEERING: to teach general engineering subjects to YTS and other students.
ED/929 Post 118 MOTOR VEHICLE: to teach motor vehicle subjects to YTS and other students.
Applicants should be trained teachers with suitable technical qualificatons.
For further details and application form please send SAE to Principal's Secretary, Percival Whitley College of FE. Closing date for receipt of application is 17 July 1987.
The Council is committed to being an equal opportunities employer [illegible]

CLEVELAND
COUNTY COUNCIL

An Equal Opportunities Employer

CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the following vacant posts, duties to commence as soon as possible.

LECTURER TWO IN *ACCOUNTING & BUSINESS STATISTICS*

Required to teach Financial/Management Accounting and other Business applications using micro-computers on a range of courses and provisions including BTEC First/National Awards, GCSE and 'A' level.

Applicants must have appropriate qualifications and recent commercial experience involving business software.

LECTURER TWO IN ECONOMICS & LAW

Required to teach students on BTEC National level, 'A' level, GCSE, and LCCI Secretarial courses, and also act as Tutor/Co-ordinator for one of the BTEC courses.

Applicants should have appropriate qualifications and teaching experience in a Further Education College, and recent commercial experience would be considered an advantage.

Further details and application forms are available by applying in writing only, to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (38665) 220026

COVENTRY

HENLEY COLLEGE

TEMPORARY LECTURER 1 - TRAVEL AND TOURISM

Required for one year from September an enthusiastic person to contribute to this rapidly developing area of the College's work.

Candidates should be qualified to teach Travel Agency Operation. The ability to teach British Airways I and II, Structure of Tourism and Travel Geography would be an advantage.

Qualifications and recent experience in the retail travel trade are essential, experience in the area of tour operations and/or tourist boards would be an advantage.

Salary in the range of £6,843 - £11,865 (under review).

For application forms and job details please contact: Principal, Henley College, Henley Road, Bell Green, Coventry CV2 1ED. Tel: Conventry (0203) 611021.

CLOSING DATE: 17th July 1987.

We welcome applications from men and women regardless of disability, race or marital status.
(40753) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

COVENTRY

HENLEY COLLEGE

LECTURER I - FRONT OFFICE OPERATIONS/ PURCHASING, COSTING AND CONTROL

To teach on BTEC National and Higher National Hotel and Catering Courses. required for September.

Good industrial experience in hotel reception operations is essential although previous teaching experience is not.

Salary in the range of £6,843 to £11,865 (under review), placing dependent upon qualifications and experience.

For application forms and job details, please contact: Principal, Henley College, Henley Road, Bell Green, Coventry CV2 1ED. Tel: Coventry (0203) 611021 (24 hour answering service).

CLOSING DATE: 17th July 1987.

We welcome applications from men and women regardless of disability, race or marital status.
(40754) 220026

DUDLEY
METROPOLITAN BOROUGH

(Equal Opportunity Employer)

DUDLEY COLLEGE OF TECHNOLOGY

TEMPORARY LII IN INDUSTRIAL LANGUAGE TRAINING UNIT

To cover for LII on leave of absence from August 1987 to March 1988 (inclusive) in the School of Art, Design and Community Education. Person appointed will provide anti-racist training in industry and public service organisations and to promote equality of opportunity and racial justice. Experience in the field of community and race relations, industrial training, trade unions and working with black clientele is highly desirable. *Candidates should be committed to equality of opportunity and the elimination of racial discrimination.*

Further details and application forms available from The Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS (Tel: Dudley 53585), return by 17th July. (38465) 220026

EAST SUSSEX
LEWES TECHNICAL COLLEGE
Department of Engineering, Science & Construction
From September 1 1987:
LECTURER I in General Engineering
Applicants should preferably by graduates and teacher trained and should have experience of CAD and Technical and Engineering Drawing.
LECTURER I in Mechanical Engineering
Applicants should preferably be graduates and teacher trained and should have experience of CNC technology.
LECTURER I/II in Brickwork
Applicants should be well qualified and preferably teacher trained and should also have experience in the field of Roof Slating & Tiling or Plastering.
Application forms and further details from The Principle, Lewes Technical College, Mountfield Road, Lewes BN7 2XH. Tel: (0273) 476121 (within 2 weeks of this advertisement). (38588) 220026

Head of Forward Planning and Resources Grade V

This key post has been established to undertake responsibility for the forward planning of the College's educational, training and development programmes, marketing services and the associated financial management of the College.

Candidates must be well qualified with relevant experience in education and management services and be able to demonstrate qualities of leadership and innovation as well as an ability to work successfully as a member of a team.

Salary Burnham Grade V: £18,174-£20,181 (subject to review).

Further details and application forms can be obtained from the Principal.

Closing date: 24th July 1987.

We welcome applications from men and women regardless of disability, race or marital status.

Henley Road,
Bell Green,
Coventry CV2 1ED.
Tel. Coventry (0203) 611021
(24 hour answering service).

Henley College COVENTRY

SCARBOROUGH TECHNICAL COLLEGE

LECTURERS GRADE I

Lecturers Grade I in the following subject areas required for 1 September, 1987, or as soon as possible thereafter.

LEISURE STUDIES
To teach CGLI Recreation and Leisure (481) and BTEC National Diploma in Leisure Studies, including theoretical aspects of Recreation and Leisure Management and PE/Sports.

BUSINESS STUDIES
To teach a range of business subjects, including Law and Finance/Accounting, at all levels up to BTEC Diploma.

BUSINESS AND SECRETARIAL STUDIES
To supervise new Training Office and teach business and secretarial subjects.

CATERING (2 posts)
To teach Food Preparation and related subjects, and/or Pastry/Bakery, on a range of courses, including CGLI 706/1/2/3, BTEC Certificate and Diploma, TVEI and Pastry/Bakery.

COMPUTING
To teach Computing and Information Technology on a range of courses up to BTEC National Diploma level.

MOTOR VEHICLE STUDIES
To teach motor vehicle engineering theory and practice up to CGLI Part II level.

Salary: Lecturer Grade I £6,843 - £13,656 (award pending).

Further details and application form available from: The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough, N. Yorks, YO12 5RN. Tel: (0723) 372105. Closing date: 17.7.87.

NORTH YORKSHIRE COUNTY COUNCIL

Principal
GROUP 5

CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey.

Applications are invited from suitably qualified and experienced candidates for the post of Principal to commence duties on 14th April, 1988.

The College comprises Departments of Business Studies, Catering and Hairdressing, Engineering and General Education.

Salary in the range £23,082 – £24,258: currently £23,725 plus £798 London Allowance.

Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL. (SAE please). Tel: 01-661 6741.

Closing date: 31st July 1987.

An Equal Opportunity Employer
02658

LONDON BOROUGH OF SUTTON

CITY OF COVENTRY

Temporary LI: Caring Courses

This is a temporary appointment for one year. The successful applicant will be expected to act as Course Tutor to programmes of study aimed at securing jobs for unemployed adults in the caring services, and should be able to demonstrate an awareness of and sensitivity to particular needs of people from disadvantaged groups.

LI: COMMUNITY CARE

To act as Course Tutor to the Family and Community Care Course (C&G 331) and to take some responsibility for the development of training courses in caring aimed at securing jobsfor the long-term adult unemployed. A specialism in child development would be useful.
£6,843-£111,865 p.a. (under review)

For further details and an application form, please contact the Principal's Secretary, Tile Hill College of Further Education, Tile Hill Lane, Tile Hill, Coventry
CV4 9SU
Telephone No. (0203) 461444. Application forms to be returned by 20th July 1987.
(02877)

Tile Hill College COVENTRY

WILLESDEN COLLEGE OF TECHNOLOGY

Acting Principal: P E Fussell, BSc(Eng), CEng, MICE, FIMechE, FIWES

DEPARTMENT OF SCIENCE

Lecturer II in Mathematics

Applications are invited for the above post from 1st September 1987 or as soon as possible thereafter.

The successful candidate will be required to teach Mathematics at varying levels from basic numeracy to 'A' Level, including GCSE and BTEC courses.

A knowledge of, and willingness to teach Statistics would be an advantage.

The person appointed will have to assist the Senior Lecturer in charge of the Mathematics section in setting up and maintaining the organization of a Maths Laboratory.

The successful candidate will also be responsible to the Head of Section for the coordination of teaching schedules within the Mathematics Section, to assist as required by the Head of Department in other appropriate organizational tasks.

Applicants must hold a degree or an equivalent qualification in Mathematics and a teaching qualification is desirable.

Salary Scale: LII : £9,705 - £14,766 p.a. including London Allowance.

Brent is fundamentally committed to multi-cultural education.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons. Job Sharers welcome.

Application forms (SAE) and further details of the post can be obtained from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01 451 3411). Returnable within 14 days.

London Borough of **BRENT**

(02885)

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

GRAMPIAN REGIONAL COUNCIL

BANFF AND BUCHAN COLLEGE OF FURTHER EDUCATION
Fraserburgh

SENIOR LECTURER III - SPECIAL MEASURES CO-ORDINATOR

Applicants must have appropriate industrial and commercial experience and a working knowledge of Further Education administration including liaison, knowledge of the SCOTVEC *Modular System*, Counselling and other skills relating to Adult and Youth Training. Salary scale £14,463 - £16,056 (under review).

SENIOR LECTURER I - BUILDING SUBJECTS

Applicants must have appropriate qualifications and experience. Post covers mainly Carpentry and Joinery, with experience in other areas of Building work, an advantage. Salary scale £9,840 - £13,398 (under review).

ABERDEEN TECHNICAL COLLEGE

LECTURER B IN CARING STUDIES

Applicants should hold a degree or equivalent qualification with appropriate experience in nursing in order to make a professional contribution to Nursery Nurse, Health Studies, Social and Community Care modular programmes.

Post involves tutoring students preparing for entry to nursing training. Teaching experience would be desirable. Salary scale £9,093 - £13,398 (under review).

Application forms and further details from Education Dept. (FE & Admin. Staffing), Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by July 20. (38720) 220026

ACTON COLLEGE

Lecturer I Mathematics/Statistics
(1 Year Temporary Post)

A vacancy exists for a member of staff to teach mathematics and statistics up to A-level from September 1987. This post would suit a newly qualified teacher.

Temporary Lecturer I
Four posts (for one year) in Catering/Accommodation Studies

We are looking for staff to teach on our new courses run in conjunction with the HCITB (subject to final approval). We are aiming to prepare students for work in the following areas:

Food Craft	(CGLI 700/1)
Service Craft	(CGLI 700/3 or CGLI 700/4)
Bar Craft	(CGLI 700/5)
Guest Craft	(CGLI 700/2)

Recent industrial experience, some previous involvement in training, flexibility and enthusiasm are requirements for these posts.

Apply for further details and an application form to the Chief Administrative Officer, Acton College, Mill Hill Road, Acton, London W3 8UX. Telephone 01 993 2344 ext 2639. Closing date July 22nd 1987.

Ealing council welcomes applications regardless of sex, race, ethnic origin, sexual orientation, disability or responsibility for dependents.

(0269)

DEVON

Lecturer Vacancies

Applications are invited for the following posts commencing 1st September 1987.

Lecturer II in Carpentry & Joinery
to lead the Timber Trades work of the School of Building Crafts

Lecturer I in Electrical/Electronic Engineering
to teach on City & Guilds and BTEC National Courses

Lecturer I in English
to teach GCSE English and 'A' level literature

Lecturer I in Electrical Installation
to teach theory and practice to CITB and C & G 236 courses

Lecturer I in Sociology
for 1 year. This post is .75 of a full time post

Further particulars can be obtained from the Vice Principal (Staffing), Hele Road, Exeter, Devon.
Please enclose SAE
Closing date for applications: 17th July 1987.

(02878)

Exeter College

DE HAVILLAND COLLEGE

The Campus, Welwyn Garden City, Herts

Applications are invited for the following posts:-

Lecturer in Secretarial Skills

(Including OFFICE PRACTICE to Private Secretary's Certificate level) with effect from 1 September 1987. The post may be offered as a temporary full-time appointment for one year initially. Applicants should be well qualified and have good business experience.

Lecturer in Travel & Tourism

required at the Welwyn Garden City and Borehamwood Centres of the College. (2 posts). Applicants should have successful experience in the travel industry, particularly in the retail and business house sectors or in the airline industry. Experience in the tourism industry would also be welcome. Applicants will need the enthusiasm and imagination to join a very professional and committed team. The posts may be on a temporary one-year contract in the first instance which could be extended or converted to a full-time post by mutual agreement.

Salary: £6843 - £13656 per annum plus £309 "fringe" allowance.

Further details and application forms, which must be returned by 17th July 1987 may be obtained from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts AL8 6AH (telephone: 0707 326318 ext 21).

(02880)

Readvertisement

Lecturer Grade 1 in Computing

Applications are invited for 1 September 1987, or as soon as possible thereafter, to teach Computing, Information Processing, Programming and Small Business Systems. Industrial/Commercial experience is highly desirable as is a knowledge of COBOL programming.

Consideration will be given to a job sharing scheme involving two Associate Lecturers.

Application forms and further details obtainable from the Principal's Secretary. Closing date 17th July 1987.

(02846)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

Tayside Regional Council

FURTHER EDUCATION

DUNDEE COLLEGE OF FURTHER EDUCATION, OLD GLAMIS ROAD, DUNDEE DD3 8LE
(Telephone 0382-819021)

LECTURER B IN DRAMATIC ARTS
(Salary £9,093 – £13,398)

A full-time temporary post exists for a person to act as class tutor for a 1 year full-time course in Theatre Performance. The successful applicant will teach dramatic theory and practice, acting and voice work and will be responsible for at least 3 major productions for public performance.

Relevant qualifications and recent successful experience in the theatre as Actor/Director are essential.

Further information and application forms may be obtained from the Principal at the above address, to whom they should be returned not later than FRIDAY 17th JULY 1987.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

HAMPSHIRE LOCAL EDUCATION AUTHORITY

Eastleigh College of Further Education

require

Lecturer Grade I in Construction Technician Subjects

to commence 1 September or as soon as possible thereafter.

Relevant industrial experience required, together with a degree or equivalent qualification.

Burnham F.E. Conditions of Service and Salary: £6,843 to £13,656 p.a. (April 1986 rates).

The Authority pursues a policy of equality of opportunity. Applications welcome from people with disabilities.

Further details and application forms available from Finance Office, Eastleigh College of Further Education, Chestnut Avenue, Eastleigh, Hants SO5 5HT (Tel: 0703 644011).

Closing date 17 July 1987.

(40769)

Highland Education Department

FURTHER EDUCATION

Re-advertisement. Previous applicants will be considered and need not re-apply.

LECTURER 'A' IN ACCOUNTING

Inverness College of Further and Higher Education

Salary Scale £9,840-£14,463/£15,528

Further details and application forms from: Director of Education, Highland Regional Council, Regional Buildings, Glenurquhart Road, Inverness (tel 234121 Ext 324).

Closing date for above post: Friday 17 July 1987.

Colleges of Further and Tertiary Education continued

ilea

Working in Education

Closing date for all posts is 17th July 1987, unless otherwise stated.

All full-time posts are suitable for job share unless indicated otherwise.

Lecturers

JOB SHARING. All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Colleges by Karen Newbury, PS/FHE/EQ OPPS, Room 436, The County Hall, London SE1 7PB.

SALARY SCALES are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include an Inner London allowance. Associate Lecturers pro rata to the appropriate grade. Lecturer 1 on an incremental scale £8,058-£13,080 with a starting point depending on qualifications, training and experience. Then to £13,278-£14,871.
Lecturer II £9,810-£14,871.
Senior Lecturer £13,830-£16,035 (Bar £17,068).

SOUTHWARK COLLEGE
The Cut, SE1 8LE.

Southwark College is the Major provider of 16-19 Education and training in the North and Centre of Southwark. The college has a proven track record in responsiveness to Community and Employment demand.

Senior Lecturer
Faculty of General Education

Required as soon as possible to join a team in the running of this newly structured faculty.

GCSE/GCE curriculum, enrolment, tutorial system and the co-ordination of appropriate staff development will be the main responsibilities of the post holder.

A proven commitment to the Authority's Equal Opportunities policy and experience of FE is essential. Ref. SL14.

Lecturer I
Physics

Applications are invited from graduates in Physics, able to teach at A-level and who have a special interest in the teaching of Science and Basic Electronics on pre-vocational courses.

Required from 1st September to join the Departmental team teaching on Access, BTEC, CPVE, GCSE and GCE A-level courses in Physics; Electronics and Microelectronics. Ref. L140.

Further details and application forms obtainable from Paulette Simone — 01-928 9561 ext 218.

Part-time Lecturers
Horticulture

To commence as soon as possible and to teach through the summer vacation. The work will involve teaching and assessing a range of basic gardening skills to groups of adults.

Please contact Geoff Wolehouse, Head of Department of Chemistry and Biology on 01-928 9561 ext 233 or 220, Southwark College, The Cut, London SE1 8LE.

PADDINGTON COLLEGE
Department of Business Studies
Saltram Crescent, W9 3HW.
Tel: 01-723 8826.

Part-time Teaching Staff

Required for September 1987. Contracts up to a maximum of 12 hours a week may be offered at standard ILEA teaching rates for lecturing on Business Studies courses. Subject areas required include Typewriting, Word Processing, Clerical and Office Practice, Finance, Economics, Information Technology and Computing. The Department runs pre-vocational to management level courses and there will be opportunity to work at different levels in an environment supportive to part-time lecturers.

Applicants should apply to Mrs C. Bisxall, Departmental Assistant at the above address.

Department of Communication and Life Skills
Beethoven Street, W10.
Tel: 01-723 8826 ext. 2251.

Lecturer I
Communication Skills

Lecturer required who can also offer some expertise in Information Technology and/or Media Studies. Applicants should have some experience of working on a range of B/TEC and other vocational and pre-vocational courses in Engineering, Business Studies or Science. Ref. G/87/41.

Department of Engineering Technology
25 Paddington Green, W2.
Tel: 01-723 8826.

Lecturer II (0.5)
Theatre and Studio Sound Systems

To teach recording and editing techniques and applications and maintenance of Sound Equipment on specialised full-time and part-time courses for personnel working in theatre or sound recording studios. Applicants should have an interest in music and experience of working with Sound Equipment in either a theatre or a studio. This post would suit a sound engineer/technician with an interest in working with young people in a teaching situation for 2 days per week. Ref. E/87/39.

Lecturer II
Electronic Servicing

To teach on CGLI course 224 Parts I, II and III. Applicants should be able to offer either TV information or video recording systems at the Part III level. Suitable qualifications include CGLI Full Tech or a degree in electronics together with industrial and teaching experience. Ref. E/87/40.

Lecturer II
Electrical and Electronic Engineering

To teach Electronics and Electrical Principles on BTEC, ONC, OND and HNC courses. Applicants should have industrial and teaching experience together with a degree or HNC in electronics and membership of IEIE, IEE, IERE or SERT. Ref. E/87/8.

Lecturer I
Micro-Electronics and Computing

To teach electronics, digital techniques and computing on BTEC First Award and ONC courses. Applicants should have industrial electronics experience together with a degree, or HNC in electronics and membership of IEIE, IEE, IERE or SERT. Ref. E/87/35.

Lecturer I
Electrical and Electronic Engineering

To teach electrical and electronic principles and electronics on BTEC, ONC and CGLI Electronic Servicing courses. Applicants should have industrial electrical and electronic experience together with a degree or HNC and membership of IEIE, IEE, IERE or SERT. Ref. E/87/34.

Department of Road Transport and Mechanical Services
25 Paddington Green, W2.
Tel: 01-723 8826.

Lecturer I
Motor Vehicle Parts

The successful candidate, who must be qualified to professional standards in motor vehicle parts work and have recent experience in either the retail motor trade, fleet or PSV operations, will be required to teach students studying for Parts Personnel examinations and make a contribution towards motor vehicle craft and pre-vocational courses. A working knowledge of modern Parts Department operation is necessary. Ref. R/87/24.

Lecturer I
Motor Vehicle work

The successful candidate, who must be qualified to professional standards in motor vehicle work and have recent experience in either the retail motor trade, fleet or PSV operations, will be required to teach students studying for CGLI Craft, Technician and/or Parts Personnel examinations Parts I and II and/or pre-vocational courses. A working knowledge of modern developments on vehicles is necessary. Ref. R/87/38.

Further details and application forms may be obtained from the Secretary to the Department, quoting the appropriate reference number.

SOUTH EAST LONDON COLLEGE
Breakspears Building, Lewisham Way, London SE4 1UT. Tel: 01-691 0006 (24 hour Answering Service).

Department of Communication and Liberal Studies

Lecturer II
English as a Foreign and Second Language

To teach and take a major administrative role in the EFSL Division of the department which offers a range of EFL and ESL courses (16-19 and adult). Ref. CLS153.

Associate Lecturer II (0.5)
Special Educational Needs

To teach primarily on courses for students with severe learning difficulties and to take responsibility for aspects of this area of work. Ref. CLS151.

Lecturer I
Special Educational Needs

To teach Communication/Numeracy/Life Skills to students with moderate and severe learning difficulties and to be a group tutor with administrative, curricular and pastoral responsibilities. Ref. CLS150.

Associate Lecturer I (0.7)
English as a Foreign and Second Language

To teach in the EFSL Division of the department which offers a range of EFL and ESL courses (16-19 and adult) and Language Support classes across the college. Ref. CLS154.

Assistance may be given towards household removal expenses.

Further information and application forms may be obtained from the College at the above address, tel: 01-691 0006 (24 hour Answering Service).

SOUTH LONDON COLLEGE
Knights Hill, SE27 0TX.
Tel: 01-670 4488.

Faculty of Science & Engineering
Department of Electronic & Communications Engineering

Lecturer II
Electronics

The college seeks to appoint as soon as possible a Lecturer to take responsibility for the implementation of courses for women at BTEC National Level and for the CGLI Information Technology course. Overall responsibility for pastoral care within the department will be an *additional responsibility*. Applications from persons concerned to promote the interests of women in engineering will be particularly welcome. Teaching duties will cover the broad range of electronics and communications engineering up to at least BTEC Level III. Applicants should have relevant industrial and teaching experience and possess an HNC or equivalent in an appropriate branch of engineering.

Department of Humanities & General Studies

Lecturer I
Special Educational Needs

Required for September 1987, a Lecturer I in Special Educational Needs (primarily physical disability), to teach at the Cotswold, SW18 and Knights Hill, SE27 sites of the college as part of a team of SEN lecturers, contributing to the Core Skills element of the curriculum (that is Numeracy, Communication and Personal, Social and Health Education).

Job description and application forms may be obtained from the College Registrar at Knights Hill. Please enclose sae.

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP.

Department of Engineering Processes

Lecturer II
Electrical Installation Work

We have four vacancies to teach Electrical Installation Technology, Electricity Supply and Related Studies for the CGLI 201, 232 and 236 courses, and also for the BTEC National and Higher National Certificate in Building Engineering Services (Electrical Installation). The specialisms required for each post are as follows:

1. Electricity Supply. Ref. DEP/1-87.
Lighting Technology and/or Contract Administration/Estimating. Ref. DEP/2-87.
Electrical Principles and Related Mathematics. Ref. DEP/3-87.
Organisation of the Practical skills content of the CTIB/JIB new entrant training scheme. Ref. DEP/4-87.

Candidates must have C&G 236 Course C or BTEC HNC in Building Engineering Services (Electrical Installation), with industrial experience and a working knowledge of the IEE Wiring Regulations. A teaching qualification is not essential as teacher training will be available to the successful candidate.

Application forms and further details obtainable from the Principal's Secretary, returnable by 14 days from date of advertisement. Please quote ref. number and enclose sae.

VAUXHALL COLLEGE OF BUILDING & FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY.
Tel: 01-498 1234.

Department of Building Crafts

Lecturer I
Plumbing

Applications are invited from suitably qualified and experienced Plumbers to teach City and Guilds 603 and 596 at all levels from Craft to Advanced Craft and including City and Guilds 599 Supplementary Construction Services Welding subjects.

Application forms and further details may be obtained from the General Office (extensions 343/357).

General

Warden for the Centre of Physical Education

Applicants should be well qualified physical education specialists with recent teaching/lecturing, organisational and administrative experience. A knowledge of new developments in the subject and the ability to assess and implement in-service needs for all phases of education are essential. Applicants must have a high level of commitment and self motivation together with enthusiasm and energy.

The Warden will be part of a large team of physical education inspectors and advisory teachers and work from the Centre for Physical Education.

Further details and application form available from PER/PS8(a), Room 64, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 1303/1305.

Music Advisory Tutor
Youth & Community

Temporary post (one year only)

Required from January 1988. Duties include: developing music activities and links with local communities and participating in organising in-service activities. Evening work essential. Post No. 858.

Further details and application form available from PER/PS8A, Room 64, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 1303/1305.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Haringey College, Park Road
Bounds Green, London N11 2QF

Acting Principal: Reg Smith BA (Hons) Dip FE
Applications are invited for the following post:-

Lecturer I in Building Trades

Salary range £8,058-£13,080 (incl. London Weighting)

To organise and teach courses in Bricklaying and Painting and Decorating up to Craft Level 1. Applicants should be suitably qualified either by experience or qualification or both. Appropriate industrial experience would be an advantage.

It is essential that all postholders are fully committed to the aims of the College especially with regard to the policies of Multi-Cultural Education and Equal Opportunities and have had experience with young people and adults from ethnic minority backgrounds.

The Education Service is conscious that in general teachers from black and ethnic minority backgrounds, bilingual teachers and women teachers are under-represented in Further Education.

Applications forms available from: Anne Odofin, Staffing Officer, Haringey College, Park Road, Bounds Green, London N11 2QF. Telephone No: 888 7123 ext 248. Closing date: 18 July 1987.

(40748)

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Guildford College of Technology

Department of Health and Social Studies

Special Needs Co-ordinator
Lecturer I

A suitably qualified lecturer is required to lead a team of staff offering a full-time course to S.E.N. students' and to act as the cross-college co-ordinator.

You should be able to offer extensive experience, not only in the field of Special Needs' but also preferably in Further Education, and have the ability to liaise effectively with a wide range of agencies.

Salary Lecturer Grade II: £8,595–£13,656
Plus Fringe Area Allowance £309

Generous relocation expenses in accordance with Surrey County Council Scheme.

For application form and further details please contact: The staffing Officer, Guildford College of Technology Stoke Park, Guildford GU1 1EZ (0483 31251).

Closing date: Friday 17 July 1987

(02849)

GCT

LINCOLNSHIRE EDUCATION AUTHORITY, Boston College

LECTURERS Grade I (3 posts).

Required for 1 September, 1987 or as soon as possible thereafter.

Post 1: Catering

To teach Food Service and Hotel Administration (Front Office).

Post 2: DRAMA AND COMMUNICATIONS

To teach Theatre Studies throughout the College, to organise College productions, and to develop courses in oral communications.

Post 3: ADULT TRAINING

To be involved in the teaching, every day management and development of MSC Adult Training programmes.

Salary Burnham FE Scales, Lecturer Grade I £6,843 — £11,865 p.a., automatic progression to L2 scales.

Application forms and further details are obtainable from the Principal, Boston College, Rowley Road, Boston, Lincs. PE21 6JF. Applications should be returned by Monday 13th July 1987.

LONDON BOROUGH OF RICHMOND UPON THAMES
an equal opportunity employer

RICHMOND UPON THAMES COLLEGE
School of Arts

LECTURER II/SENIOR LECTURER IN GRAPHIC DESIGN
(Re-advertisement)

Salary up to £17,500 (this represents the offer made in NJC and is subject to negotiation) plus £795 Outer London Allowance.

Required from 1st September 1987 or as soon as possible thereafter.

Candidates for this post should be well qualified and practising designers

This post will be within the Graphics Section and the successful candidate will be expected to make a significant contribution to the development of the course curriculum for the BTEC HND course in Graphic Design.

The ability to teach typography and computer type setting would be a strong advantage. Candidates must be willing to take charge of a year group within the HND.

Candidates called for interview will be expected to present a high quality portfolio of their work which will in part state their core as to their suitability for this post.

Forms and further details (foolscap s.a.e. please) returnable by 17th July 1987 from: Administrative Assistant, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ

(16869)

KILBURN POLYTECHNIC
Priory Park Road NW6 7UJ

Lecturer I in Office Skills

Required from 1st September 1987 or as soon after as possible to teach at least three of the following office skills:- Typewriting, Audio Typewriting, Teeline, Office Practice, Word Processing and Computing to Secretarial and BTEC Business Studies Students. Candidates must demonstrate an understanding of and commitment to the Polytechnic's anti-racist and gender equality policies.

Salary: £6843 - £11865 plus London Allowance of £1110.

Brent is an equal opportunities employer. Applications are welcome from candidates, irrespective of race, nationality, ethnic or national origins, age, marital status, gender, and from lesbians, gay men and disabled persons.

Brent is fully committed to Multi-Cultural Education.

Further particulars and an application form, returnable within 14 days of this advertisement may be obtained from the Principal on receipt of a S.A.E.

(02866)

London Borough of
BRENT

SURREY EDUCATION COMMITTEE
Brooklands Technical College, Heath Road, Weybridge, Surrey

Department of Catering Bakery and Dental Studies

Lecturer I/II — Food Science and Technology

to teach Food Science, Hygiene and Nutrition, Food Technology and allied areas of study for Catering and Bakery students on Diploma and C&G Craft Courses.

Appropriate experience and qualifications including Higher National Diploma of Degree required.

Salary Scales (under review):
Lecturer I: £6,843–£11,865 per annum
Lecturer II: £8,595–£13,656 per annum
plus £309 per annum London Fringe Area Allowance.
Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by MONDAY 13th JULY 1987. [illegible]

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

HAMPSHIRE
BASINSTOKE TECHNICAL COLLEGE
NURSERY NURSE LECTURER I
Temporary full-time Lecturer in Child Education to teach National Nursery Examination Board Certificate and BTEC National Diploma in Caring Skills (Nursery Nursing).
An appropriate B.Ed. or equivalent qualification in Nursery Education is essential, together with some experience.
Salary scale: £6,843 - £13,656.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application forms and further particulars may be obtained from the Registrar, Worthing Road, Basingstoke. RG21 1TN. Tel. No. Basingstoke 54141.
Forms must be returned within 14 days of the appearance of this advert.
(38797) 220026

HERTFORDSHIRE
CASSIO COLLEGE
Langley Road, Watford, Herts. WD1 3RH
DEPARTMENT OF ADULT STUDIES & HOME ECONOMICS
Required for September 1st, 1987.
Associate Lecturer in Home Economics (12 hours).
To teach Home Economics and related subjects on a range of courses which include GCSE, C. & G. 331 Family & Community Care, CPVE Services to People, C. & G. 356 Practical Caring Skills (YTS), 'A' Level Home Economics, C. & G. 332-1/2 The Cookery Certificate and The Cook's Professional Certificate.
Work with adults, and with special needs students may also be included.
The successful candidate will be interested in all aspects of Home Economics and its application to care work in the community.
Salary: Burnham F.E. Scale Lecturer I (pro-rata) plus London Fringe Allowance.
For further details and application form please write to the Principal at the above address. (SAE please).
Applications to be returned by 10th July 1987.
(40746) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORDSHIRE TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND GENERAL EDUCATION
LECTURER I IN BUSINESS STUDIES (FINANCE/ECONOMICS)
This post offers an excellent opportunity to join a team of staff concerned with BTEC Business Studies/Travel and Tourism and related courses. Teaching responsibilities will involve aspects of finance, economics and associated subjects. The present salary scale extends up to £11,865 with eventual progression to £13,656 (i.e. subject to current review).
Further details available from the Principal's Secretary, Herefordshire Technical College, Folly Lane, Hereford HR1 1LS, (Tel: Hereford (0432) 267311, Ext. 201). Please send stamped addressed envelope.
Completed application forms should be submitted within ten days of the appearance of this advertisement.

WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF ENGINEERING
LECTURER GRADE II IN ELECTRONICS/MICROELECTRONICS
To teach in the areas of Electronics/Microelectronics across the broad range of City and Guilds, BTEC and Short Course provision of the Department.
Candidates should have appropriate qualifications and relevant industrial/commercial experience.
The post is available from 1st September 1987 or as soon as possible thereafter.
Salary: Lecturer Grade II £8,595 - £13,656.
(Position on scale dependent on qualifications and experience).
Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference E/TES).
(38771) 220026

HAMPSHIRE
CRICKLADE COLLEGE
Andover
LECTURER I IN SECRETARIAL SKILLS
Required from September 1987.
The successful candidate will be expected to offer Shorthand, Typewriting and Office Practice. The ability to offer Communication and Word Processing would be an advantage.
Cricklade is a tertiary college under FE regulations
Salary: £6,843 - £13,656.
Hampshire pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Further details and application forms may be obtained by writing to, or telephoning, the Principal, Cricklade College, Charlton Road, Andover, Hants, SP10 1EJ. Tel: Andover 63311, extn. 204.
(38758) 220026

HERTFORDSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DACORUM COLLEGE
Marlowes, Hemel Hempstead, Herts. HP1 1HD
REQUIRED FROM 1ST SEPTEMBER 1987
LECTURER I IN ENGINEERING
Required as soon as possible to teach EITHER Motor Vehicle work, mainly on City and Guilds Courses run as part of a Youth Training Scheme, or Mechanical and Production Engineering on City and Guilds and BTEC National Courses.
Good practical experience and the ability to make a positive contribution towards new course developments are essential. The possession of an appropriate teaching qualification is desirable but not essential.
Salary ranging from £6,843 to £13,656 plus £309 London Fringe Area Allowance.
Further details and application forms are available from the Principal's Secretary at the above address on receipt of a stamped addressed envelope. Closing date, Monday 20th July 1987. (11585) 220026

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY CENTRAL TERTIARY COLLEGE
LECTURER GRADE I, ADULT STUDIES
Required for September or as soon as posible a suitably qualified person to contribute to the Borough's Adult Basic Education Programme and to the development of Community Education in general.
Further details and application forms (s.a.e.) are available from the Principal, Knowsley Central Tertiary College, Rupert Road, Roby, Merseyside L36 9TD to be returned within two weeks of the appearance of this advertisement.
(38667) 220026

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
LANCASTER AND MORECAMBE COLLEGE
Morecambe Road, Lancaster
LECTURER I (MECHANICAL/PRODUCTION ENGINEERING)
Required from 1st September, 1987.
Application forms from The Principal at the College.
Closing date: 16th July, 1987. (38809) 220026

LINCOLNSHIRE
GRANTHAM COLLEGE OF FURTHER EDUCATION
Stonebridge Road, Grantham, Lincs.
Tel: 0476 63141
Department of Business Studies
LECTURER GRADE I IN PHYSICAL EDUCATION
Required for 1 September 1987 or as soon as possible thereafter.
Candidates should be appropriately qualified in Physical Education/Sports Studies. The College has a modern full size Sports Hall and a Sports Field etc.
Application form and further particulars are available from the Principal and should be returned within 14 days of the appearance of this advertisement. [illegible]
(38784) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LEICESTERSHIRE
COUNTY COUNCIL
COALVILLE TECHNICAL COLLEGE
LECTURER I IN BRICKWORK
Required to teach CITB and other craft studies to CGLI Advanced Level Craft.
This post is available from 1st September 1987 and application forms and further details are available from the Principal, Coalville Technical College, Bridge Road, Coalville, Leicestershire. Telephone Coalville 36136.
(38780) 220026

LIVERPOOL
(CITY COUNCIL)
SANDOWN COLLEGE
FACULTY OF ADULT, CONTINUING AND VOCATIONAL EDUCATON
Head of Faculty D.W. Davies
MABEL FLETCHER CENTRE
Sandown Road, Liverpool L15 4JB
Tel: 051-733 7211
ACCESS PROVISION (2 POSTS)
LECTURER I and LECTURER II
The aim of Access is to provide positive educational opportunities for black people and members of minority ethnic groups to enter higher education and training with this in mind, we are committed to appointing a team of tutors who are fully aware of the need to provide a curriculum that is anti-racist and multi-cultured in content. Access is located in the Octagon Building in Liverpool 8 and taught on an outreach basis.
We are looking for two people to contribute to the work of the Faculty in one or more of the following areas. One appointment will be at Lecturer II level and the other Lecturer I level.
1. Black Studies
2. English/Study Skills/Black Literature
3. Professional Studies, including Business Studies and Social Policy Administration
4. Law
5. Social Economic History
6. Economics
7. Computer Awareness/Statistical Analysis
For further particulars and application form, contact Mr D.W. Davies at the address above.
The closing date for applications will be 10 days after the appearance of this advertisement.
The City Council is an Equal Opportunities Employer and welcomes applications irrespective of race, sex, marital status or disability. (38722) 220026

NORTH YORKSHIRE
YORK COLLEGE OF ARTS AND TECHNOLOGY
SCHOOL OF BUSINESS STUDIES
LECTURER GRADE I IN TRAVEL AND TOURISM
Applications are invited from persons suitably qualified and experienced in the travel trade and teaching and having knowledge of information technology as applied to travel agency work.
Duties to commence on 1 September 1987.
Salary Scale: £6,843 to £11,865 (initial placement according to qualifications and experience).
Further details and an application form from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA (s.a.e. please) and should be returned not later than Friday, 17 July 1987. (38282) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
RICHMOND UPON THAMES COLLEGE
SCHOOL OF ARTS
REQUIRED FROM 1ST SEPTEMBER 1987 OR AS SOON AS POSSIBLE THEREAFTER.
Salary: £6,843 - £11,865 plus £795 Outer London Allowance per annum.
LECTURER I IN GENERAL ART & DESIGN (temporary for one year).
The successful candidate for this post would be expected to be an excellent draughtsperson, and be able to cover one of the following areas:-
Graphic/Illustration
3D Design
Basic Design
CAD
The timetable could include teaching on:-
BTEC General Art & Design
Visual Studies with 'A' levels
'A' level Art & CPVE (Design/Media).
LECTURER I IN DANCE (temporary for one year).
The successful candidate must have experience of teaching contemporary, modern and ballet techniques and be able to teach the theoretical background of the subject. Time is allowed for a major dance production. Additional teaching needs could include teaching of GCSE Drama and working with special needs students.
Forms and further details (foolscap s.a.e. please) returnable by 17th July 1987, from: Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ.
(38734) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(an equal opportunity employer)
RICHMOND UPON THAMES COLLEGE
SCHOOL OF ARTS
LECTURER I - (Half time) in FASION/TEXTILES
Salary: 50% of £6,843 - £11,865 plus £795 Outer London Allowance per annum
Required from 1st September 1987 or as soon as possible thereafter.
To be a member of a team teaching in both years of the BTEC General Art & Design, with a major responsibility for the second year specialist group. Ideally the successful candidate would be able to cover a range of the following areas, Pattern cutting; Printed textiles; Knitting (machine); Woven textiles; Fashion illustration and the Design History of this specialist area.
Forms and further details (foolscap s.a.e. please) returnable by 17th July 1987 from: Administrative Assistant, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (38733) 220026

SHROPSHIRE
TELFORD COLLEGE OF ART & TECHNOLOGY
Haybridge Road, Wellington, Telford TF1 2NP
Tel: Telford 641122
Required for September 1987, Temporary, Full-time Lecturer Grade I in Special Education.
Temporary for one year. £6,843 - £11,865.
Application forms and details from the Principal (SAE required).
(38765) 220026

SHROPSHIRE
TELFORD COLLEGE OF ART & TECHNOLOGY
Haybridge Road, Wellington, Telford TF1 2NP
Tel: Telford 641122
Required for September 1987, Temporary, Full-time Lecturer Grade I for Electrical Installation.
Temporary for one year £6,843 - £11,865.
Application forms and details from the Principal (SAE required).
(38766) 220026

SOLIHULL
EDUCATION COMMITTEE
SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull, West Midlands B91 1SB
Tel: 021-705 6376
Required as soon as possible LECTURERS GRADE I:
Retailing and Distribution
Special Needs
Physics
English
Office Skills and Information Processing (2 posts).
Salary LI - £6,843 - £11,865.
Full details from Principal's Secretary.
(11123) 220026

WAKEFIELD
Please see display advertisement Page 50. (11097) 220026

WEST SUSSEX
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible Lecturer Grade I/II in ELECTRONICS.
Salary Scale: £6,843 - £11,865 + £309 London Weighting.
Application form and further details available from the Principal on receipt of s.a.e.
Completed form to be received within two weeks from the date of this advertisement.
(38458) 220026

Colleges and Departments of Art

Other Appointments

WALSALL
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
WALSALL COLLEGE OF ART
Applications are invited from suitably qualified persons for the following posts tenable from September 1st or as soon as possible thereafter.
SENIOR LECTURER IN PAINTING AND DECORATING
To head the Architectural Decoration Sector of this College. Applicants, preferably with a teaching qualification should be experienced in the teaching and administrating of all aspects of Painting and Decorating courses, including Motor Vehicle Refinishing, at Further Education Level, and would be expected to show a knowledge of City & Guilds examination procedures, together with an awareness of current developments in construction industry training. An understanding of related recent development in the secondary sector, including G.C.S.E., C.P.V.E., T.V.E.I., etc. would be an advantage.
LECTURER GRADE I IN ART AND DESIGN HISTORY
To lead the theoretical studies developments across the college curriculum. Applicants should be experienced in the teaching and structuring of art and design history and complementary studies programmes at Further Education level. A knowledge of the development of core studies elements in BTEC Art and Design courses would be an advantage.
LECTURER GRADE I IN PHOTOGRAPHY, FILM AND VIDEO
To lead the photography, film and video programmes across the full range of college courses, including Foundation, General Art and Design, T.V.E.I., etc. A knowledge of computers, particularly in relation to video linkages would be an advantage.
LECTURER GRADE I IN DESIGN (TEMPORARY 1 YEAR POST)
To co-ordinate the new T.V.E.I. funded First Diploma in Design and the development of T.V.E.I. courses in the College.
Applicants should be designers of proven ability, preferably with teaching experience at further education level. A knowledge of T.V.E.I. developments and BTEC First Diplomas would be an added advantage.
Salaries in accordance with Burnham (F.E.) Report.
Further details and application forms may be obtained from:- The Principal, Walsall College of Art, Tong Street, Chuckery, Walsall WS1 2QY.
(38658) 240026

CLEVELAND
COUNTY COUNCIL
An Equal Opportunities Employer
CLEVELAND COLLEGE OF ART & DESIGN
LECTURER I - PAINTING & DECORATING
DEPARTMENT OF VOCATIONAL AND COMMUNITY EDUCATION
Required from September 1987, or as soon as possible. Applicants should hold relevant qualifications and preferably a teaching qualification and have industrial experience. Candidates would be required to teach on a range of Painting and Decorating and associated courses up to and including City and Guilds Advanced Craft.
Salary: £6,843 - £11,865.
Application forms and further particulars may be obtained from the Principal, Cleveland College of Art & Design, Green Lane, Middlesbrough, Cleveland TS5 7RJ (Tel: Middlesbrough 821441) to whom they should be returned not later than two weeks following the date of this advertisement. (38666) 240026

Polytechnics

Other Appointments

SUNDERLAND
SUNDERLAND POLYTECHNIC
DEPARTMENT OF PE & CREATIVE STUDIES
LII/SL/PL IN SPORT STUDIES AND PHYSICAL EDUCATION
Salary Scale: LII £8,595 - £12,615 - £13,656.
SL £12,615 - £14,820 - £15,873.
PL £14,784 - £16,458 - £18,588.
To teach Human Structure and Function and Practical Sports Experience on the BA (Hons) Sports Studies degree, and Movement and Health Studies and professional work on the B.Ed. (Hons) degree. Applicants should be qualified teachers with relevant experience *and able to offer Exercise* Physiology and possibly Health Education, theoretical specialisms, Games and Swimming.
Application forms and further particulars from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE or Tel: (091) 567 6231, Ext. 11.
Closing date: 17 July 1987.
(38285) 260026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LINCOLNSHIRE COLLEGE OF ART AND DESIGN — PRINCIPAL DERRICK HAWKER
Lindum Road, Lincoln LN2 1NP.
Telephone: (0522) 23268

HEAD OF DEPARTMENT Grade 3 DESIGN AND RELATED STUDIES

Applications are invited for this new post, for occupation as soon as possible after 1st September 1987.

The Department has been recently re-structured and now comprises the following full-time courses BTEC HND Graphic Design and Illustration; BTEC ND Graphic Design and Fashion Design and, the College Diploma in 3D (Product) Design. *Additionally, the Department is* responsible for three central Servicing Units — Photography, Computer Graphics and Printmaking.

Applicants should be suitably qualified, with appropriate design expertise, educational/industrial experience and proven administration/organisation capability.

Senior Lecturer Commercial Computer & Allied Studies

Applications are invited for this new post, for occupation as soon as possible after 1st September 1987.

Applicants should be suitably qualified, with appropriate experience and ability to teach commercial computer studies and applications, across a wide range of courses, from HND to YTS.

The Commercial Computer Unit is based in the Department of Industrial and Commercial Studies and offers a central service for art and design related commercial and industrial preparation. The appointee will be responsible for the Unit and will assist the Head of Department in overseeing courses with specific commercial/industrial associations.

Details of both the above posts and application forms may be obtained from the Principal's Secretary at the above address. Completed forms should be returned by *Monday* [illegible] August 1987. Interviews are planned for early September. [illegible]

University Appointments

KENT
Needed for September 1987: Part time teacher of Computer Science/Business Administration and secondary level Maths.
Please apply with C.V. to: Dr. Mary Neufeld, Schiller International University, *Wickham Court*, West Wickham, Kent BR4 9HW.
(39913) 280000

LONDON WC1H
UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
LECTURER IN EDUCATION WITH SPECIAL REFERENCE TO BUSINESS STUDIES
Required from September 1987/January 1988 for 2 years to undertake responsibility for a tutorial group of PGCE students, including teaching practice supervision, lecture and seminar work.
The appointee will also assist the Director of the Cambridge Business Studies Project, and will participate in work being carried out to develop Education and Economic Awareness teacher training programmes. Higher degree work may also be available.
Salary on Lecturer scale Grade A/B £8,735 - £18,210 plus £1,393 London Allowance.
Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, Tel: 01-636 1500, Ext. 254 giving ref. TL/BS. Complete applications required by 14 July.
(38706) 280000

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
APPOINTMENT OF TEMPORARY HALF-TIME LECTURER IN BIOLOGY - ACADEMIC YEAR 1987-8
Honours degree in Biology with research degree in Science. Interest in animal growth and development, and genetics. Appointment as Lecturer Grade II (£8,595 to £13,656) or where qualifications and experience warrant as Senior Lecturer (£12,615 to £15,873).
Application forms and further particulars from The Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ. Tel: 0905 428080 to whom completed applications should be returned within 10 days of the appearance of this advertisement.
(38772) 340026

LANCASTER
S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster
PRINCIPAL LECTURER IN PRIMARY EDUCATION
Applications are invited for appointment from 1st January 1988, or earlier if possible for this important post in Primary Education which becomes vacant with the departure of Dr. Charles Desforges to the Chair in Primary Education at Exeter University. The person appointed will be expected to undertake research in the area, and to attract funds and to make a significant contribution to the College's initial and inservice courses.
Applicants should have substantial, successful and recent experience in the primary field and possess a major primary curriculum strength and/or appropriate qualification in an education discipline.
Further particulars and application forms are available from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 17 July 1987.
(39952) 340026

LANCASTER
S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster
LECTURESHIP IN PRIMARY EDUCATION and RELIGIOUS EDUCATION
Applications are invited from suitably qualified graduates for the above post from 1 January 1988 or earlier if possible. Applicants should have recent and successful experience in Primary school work in religious and moral education. Good experience within the 4-8 range would be especially welcome.
The post will be rated at Lecturer II or Senior Lecturer according to qualifications and experience.
Further particulars and application forms may be obtained from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 17th July. (39953) 340026

Colleges of Higher Education

Other Appointments

CAMBRIDGESHIRE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
East Road, Cambridge CB1 1PT
(Equal opportunity employer)
TEMPORARY LECTURER II/SL IN ELECTRONIC ENGINEERING
Required initially for one year from 1st September 1987, or as soon as possible thereafter, to teach a range of electrical/electronic subjects on BTEC National Certificate Courses.
A degree or equivalent qualification in Electrical/Electronic Engineering together with teaching and/or industrial experience is essential.
Salary Scale LII, £8,595 - £13,656, SL £12,615 - £14,820 (pay award pending), starting point according to qualifications and experience.
Details and forms, to be returned by 17th July, from Administrative Assistant, Department of Engineering, Tel: (0223) 352973. (38476) 340026

EALING
EALING COLLEGE OF HIGHER EDUCATION
LECTURER I/LECTURER II SECRETARIAL STUDIES AND OFFICE TECHNOLOGY
Candidates should have teacher/training experience. A knowledge of the French and or Spanish language sufficient to teach French and or Spanish shorthand is essential. Recent secretarial experience, teeline and word processing would be an advantage.
The post is tenable from 1st September 1987 or as soon as possible thereafter.
Salary (inclusive of London Weighting) LII: £9,610 - £14,871. LI: £8,058 - £13,080.
Application forms and further details from The Personnel Office, Ealing College of Higher Education, St. Mary's Road, Ealing, London W5 5RF.
Closing date: 17th July 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, [illegible] disabilities [illegible] lesbians [illegible]
(38813) [illegible]

Adult Education

LANCASHIRE
COUNTY COUNCIL
BLACKPOOL AND THE FYLDE COLLEGE
FACULTY OF ARTS
DEPARTMENT OF EDUCATION
H.M. Prison, Kirkham
EDUCATION OFFICER
(Head of Department Grade III)
Ref: CP/5/1
LECTURER I - TEMPORARY APPOINTMENT
From 1st September to 31st December, 1987. Ref: CP/1/1T.
H.M. Prison, Kirkham is an open prison for non-violent offenders.
Closing date: 16th July, 1987.
For further details and application form (please state post) apply to: The Principal, Blackpool and The Fylde College, Ashfield Road, Bispham, Blackpool FY2 0HB. Tel: 52352, Ext. 331 or 368.
Lancashire County Council is an Equal Opportunities Employer welcoming applications from all sections of the community.
(39801) 350000

SHEFFIELD COUNCIL
Working for a better City

RESEARCH & DEVELOPMENT WORKER (Temporary)

Lecturer II £8,595-£13,656

Applications are invited for this temporary (one year) full time post. To work on an anti-racist curriculum development project to be based within the Sheaf Valley Adult Education Division and funded by the Further Education Unit. Will be required to advise the divisional team on methods to implement change which will make adult education provision more accessible and appropriate to the needs of the black communities in the area (particularly the unemployed) and encourage an anti-racist perspective to all the division's work. This would focus on the following areas:-

(a) Staff training and development; (b) curriculum and materials development; (c) Altering publicity, counselling and enrolment procedures to improve access for black people; (d) Establishing a community consultation process with black groups in the area; (e) Increasing the uptake of provision by unemployed black people. Teaching experience in one or more of the following curriculum areas is essential:- Craft, i.e. welding, woodwork, sewing; Languages — English, Urdu; Creative Writing; New Technology; Work with the Unemployed; Basic Education. A knowledge and experience of working with black communities and a commitment to an anti-racist perspective are essential. A working knowledge of Urdu/Punjabi would be desirable. We particularly welcome black applicants and women. Informal enquiries can be made to Pat Cochrane 0742 584904.

APPLICATION FORMS AND FURTHER DETAILS FROM THE CHIEF EDUCATION OFFICER (REF. CE/Y/FEU), EDUCATION DEPARTMENT, PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ, TEL. 0742 735686, TO WHERE COMPLETED APPLICATION FORMS SHOULD BE RETURNED BY 17th JULY.

(02843)

An Equal Opportunity Employer

AREA CO-ORDINATOR FOR ADULT LITERACY NUMERACY AND BASIC SKILLS BOURNEMOUTH/CHRISTCHURCH
READVERTISEMENT

Required 1st January 1988 an experienced Adult Education Practitioner based at Bournemouth. The post-holder will be responsible to the County Co-ordinator for the management and effective delivery of Adult Basic Education Services in the Bournemouth/Christchurch area of Dorset.

Salary Scale Burnham F.E. Lecturer I (£6843-£11865)
(Point of entry will be dependent upon age, qualifications and experience).
Conditions of Service: APT & C.

Application form and further details available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER. Completed applications to be returned by Friday 24th July 1987.

(40765)

DORSET County Council

ROYAL NATIONAL INSTITUE FOR THE BLIND
COMMERCIAL TRAINING COLLEGE

FIELD OFFICER
(ADULT LITERACY PROJECT)

Salary: Based on Lecturer 1 Burnham (currently under review)

A Field Officer is required to assist the development of local and national adult literacy services for the visually impaired. Previous experience in adult basic education essential. Involvement in research/field work, or as a tutor/coordinator, in education or rehabilitation desirable. A full induction programme will be organised for the successful candidate.

Further details and application form available from:
Adult Literacy Coordinator
RNIB Commercial Training College
5 Pembridge Place
London W2 4XB
(Tel. 01-229 6673)

(40992)

RNIB

ROYAL COUNTY OF BERKSHIRE AND WOODLEY TOWN COUNCIL

Neighbourhood Youth and Community Worker

£9,507-£10,629

Required for the Woodley area, and based at Bulmershe Youth and Community Centre, to continue development of neighbourhood work. The person appointed will be expected to encourage and establish the development of a range of informal and community based educational and recreational activities, aimed mainly at young people, but also seeking to involve co-operation and participation of the local community. Applicants should have initiative, drive and organising ability and be able to work alone with regular and energetic support. Applicants must be qualified youth and community workers or teachers with youth work experience.
Comprehensive In-Service training and personal supervision. Removal expenses in approved cases.
For informal discussion, telephone Peter Jones, District Youth and Community Officer on Wokingham 785213.

BERKSHIRE COUNTY COUNCIL, BRACKNELL DISTRICT COUNCIL AND BRACKNELL TOWN COUNCIL

Neighbourhood Youth and Community Worker

(2 YEAR CONTRACT)
£9,363-£10,431

This post is the result of an initiative of the local Crime Reduction Panel in co-operation with the Berkshire County Council, Bracknell District Council and Bracknell Town Council
The Worker's role would be primarily "Outreach Work" with young people in specified areas of Bracknell with the objective of reducing the possibilities for juvenile offences. He/She will be expected to develop work both with "street corner" situations and "building based groups". Applicants should have initiative and drive and be able to work alone, and should be qualified Youth and Community Workers or teachers with youth work experience.
Comprehensive In-Service training and personal supervision. Removal expenses in approved cases.
For informal discussion telephone Malcolm Penny, District Youth and Community Officer on Bracknell 53539.

Application forms and job specifications for above two posts from Director of Education (YCS), Education Department, Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE please).

Closing date 20th July for both posts.

An Equal Opportunity Employer

Royal County of Berkshire

Youth and Community Service

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)

Required as soon as possible.

Community Education in Cambridgeshire encourages individuals to develop, enhance and share skills. If you could help young people and adults to take advantage of these opportunities you are invited to apply for the following posts:-

1. PETERBOROUGH (EAST)

A person suitably qualified to work with young people in developing appropriate Community Education provision in a growing and changing part of the city.

2. FENLAND VILLAGES (BASED IN WISBECH)

A person suitably qualified to work with young people in developing appropriate Community Education provision in a rural context, serving a number of Fenland villages.

3. PETERBOROUGH CITY, MINORITY ETHNIC WORKER (SECTION 11)

A person suitably qualified to work with women and girls of minority ethnic communities, developing appropriate Community Education provision. This is a full time appointment, however the Authority is prepared to consider job share.

All these posts are offered on Burnham Lecturer 1 Scale.

Further details and an application form available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough PE1 1UU to be returned by 24th July, 1987. (40770) 440000

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

NEW PARKS COMMUNITY COLLEGE AND PROJECT St. Oswalds Road, New Parks, Leicester LE5 8RJ

Tel: Leicester 873841

COMMUNITY TUTOR (BURNHAM F.E. LECTURER I)

A suitably qualified person is required for the above post.

The area of work will be mainly concerned with the management of the Community Building and the promotion of community based activities. The person appointed will also need to have an understanding of the other aspects of the Project's work (Formal Adult Education and Youth Provision).

Further details and application forms are available from Mr. W.S. Hudson at the above address. (Applicants are advised that there may be some delay in their receiving the details and application forms). Closing date for applications is 7th August 1987. (38786) 440000

DERBYSHIRE COUNTY COUNCIL
Please see our display advertisement under Secondary posts. (11587) 440000

LINCOLNSHIRE

AREA YOUTH WORKER

Boston (North)

JNC SALARY RANGE 3

Experienced Youth Worker required to apply for the above mentioned post, based at Boston Youth Centre, Witham Place, Boston.

Duties will involve professional support to voluntary youth groups in the area as well as the management of the base centre. The person appointed will join a county team of 23 full time Area Youth Workers.

JNC Conditions and salary range 3, points 4 - 8 currently £9,846 - £11,046. Removal and relocation expenses will be paid in approved circumstances.

Application forms and further details may be obtained from the Director of Education, (PE/EW), Education Department, County Offices, Newland, Lincoln LN1 1YQ. Closing date 14 July 1987. (38791) 440000

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE

MUSIC PROJECT

Applications invited from qualified youth workers to develop a music workshop with young people as a tool of social education.

LUMLEY HALL, MADELEY, TELFORD.

Person appointed will work in the South Wrekin District Team.

The present post holder has been granted a year's secondment; the post is therefore available from 1st October, 1987 - 30th September, 1988.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2-6, £9,309 to £10,401 + £414 for approved additional qualifications.

Further details, job description and application form from County Education Officer (67A/115), Shirehall, Shrewsbury, Shropshire SY2 6ND.

Closing date 17th July, 1987.

An Equal Opportunity Employer. (38775) 440000

WEST GLAMORGAN
'Community Teacher' please see displayed advertisement on Page 63.

Exciting Opportunities in the Youth Service

We are firmly committed to the expansion and continued development of our Youth Service and recent growth has reflected this. Our Service operates a fully supportive staff development policy which encourages personal growth and career opportunities within the County, also support for those who seek promotion outside this Authority. As a result of external promotion, the following vacancies now exist:

Youth Worker in Charge

J.N.C. Range 4 Pts 2-6 (£11,217-£12,609)

Deputy Youth Workers (2)

J.N.C. Range 2

Requirements: You must be an enthusiastic, experienced and qualified youth worker who can demonstrate a proven ability to work with a wide variety of groups of young people and individuals in programmes of personal and social development. Although these are centre based posts there is a requirement for outreach work.

Benefits: You will be based in the fast developing University City of Hull, which enjoys easy access to the motorway network, East Coasts resorts and North Yorkshire Moors. Housing is extremely competitively priced - relocation assistance is available.

Further details and an application form from Director of Education (Staffing Section), Humberside County Council, County Hall, Beverley, North Humberside HU17 9BA (t.t.e. please). Closing Date: 17th July, 1987. Humberside County Council - working towards Equal Opportunities.

(16870)

Humberside County Council

WARWICKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT - YOUTH SERVICE

Applications are invited from qualified youth and community workers or teachers for the following posts:

BEDWORTH - NEW YOUTH AND COMMUNITY PROJECT
(1) SENIOR YOUTH AND COMMUNITY WORKER - JNC RANGE III 1-5 (ref. SP/PAW/Bed.1) currently £10,401 - £11,685
(2) YOUTH AND COMMUNITY WORKER - Initially for one year JNC RANGE III, 1-5 currently £9,054 - £10,122 (ref. SP/PAW/Bed.2)

The postholders will work as a team, with part-time worker support, to supporte existing provision and develop a range of imaginative and innovative approaches to meet the needs of young people in the Bedworth Heath, Exhall and Newdegate neighbourhoods of Bedworth.

KINGSBURY - YOUTH CENTRE AND SPORTS HALL
YOUTH AND COMMUNITY WORKER - JNC RANGE III, 1-5 currently £9,054 - £10,122 (ref. SP/PAW/Kingsbury)

The postholder will be responsible for the work of the Kingsbury Youth Club, the programming of community use of the purpose-built sports hall, and developing other initiatives to meet local needs.

NUNEATON - SPECIAL EDUCATION UNITS
YOUTH WORKER - JNC SCALE 2 currently £7416 - £8309 (ref. SP/PAW/Nun)

The postholder will work alongside tutors to develop programmes appropriate to members of the Units which cater for young people disaffected from school.

Assistance, to a maximum of £1,260, will be granted towards removal expenses in approved cases.

For an informal discussion about these posts, telephone the Area Youth Officer, Bryan Ede, on 0203 382815.

Application forms and further details from the County Education Office, 22 Northgate Street, Warwick, CV34 4SR. Please enclose S.A.E. 9" x 6" and clearly state reference of the post in which you are interested.

Closing date for applications - 20th July 1987
WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER

Senior Youth and Community Worker

£11,229 - £12,579

Youth and Community Worker

£9,816 - £10,938

Suitably qualified and experienced youth and community workers or teachers are required for these two posts serving together the Ashstead and Leatherhead Centres

Both Centres are situated adjacent to recreation grounds and close to local Secondary schools. Programmes of Personal and Social Education are in operation, with renewed emphasis being given to work with girls. The work is supported at both centres by a team of youth workers (part-time) along with active management committees.

The senior post requires proven management skills, whilst the other post may provide an opportunity for a recently qualified candidate or teacher making a career change. Surrey operates an INSTEP endorsed staff development policy, which provides all staff with support and supervision. The County Council has a generous relocation assistance scheme, and temporary housing may be available.

Application forms and further details from Mr. David Pike, Youth & Community Officer, South East Area Youth & Community Office, Inter-City House, 1-7 Warren Road, Reigate, Surrey RH2 0BE. Telephone Reigate (07372) 44346.

Closing date 17th July 1987.

(02817)

SURREY COUNTY COUNCIL

Youth and Community Tutor

Salary grade: J.N.C. Range 3, Pts. 1-5 (£9,054 to £10,122 per annum)

Applications are invited from qualified and suitably experienced teachers/Youth and Community workers for the post of Youth and Community Tutor. This appointment, which is part of a community education project, is to be based at the Tamworth, Belgravé Comprehensive School to work in the school/the proposed adjoining Youth Club/the community in the Tamworth area.

Applicants should preferably have a Youth and Community service and/or social education background and possess managerial and organisational skills.

Application forms and further particulars available from the Chief Education Officer, Staffing Non-Teaching Section, Education Department, Tipping Street, Stafford ST16 2DH.

Closing date 10 days from publication.

Trade Union Membership encouraged.

Staffordshire County Council
An equal opportunity employer

VENTNOR YOUTH AND COMMUNITY CENTRE

YOUTH AND COMMUNITY WORKER

Salary: JNC Level 1 - £8,000 - £9,050 (from September)

Applications are invited from qualified youth workers for an assistant post offering the opportunity to work as a member of a team under the direction of an experienced Area Officer.

The successful applicant should be able to take up the appointment as soon as possible after August. The post would be suitable for someone completing their training this year.

We are seeking a worker with energy and commitment to club-based youth work. The Authority is currently developing a Staff Development Policy for the Youth and Community Service.

A scheme of relocation expenses is operative.

For informal discussion please contact either Dave Wenner, Ventnor Youth & Community Centre (Tel: 0983 852566), P Gamble of G Weech, County hall, Newport (Tel: 0983 523092).

Application forms available from the County Education Officer, County Hall, Newport, IW, PO30 1UD. (SAE please)

Closing date: 17th July 1987.

The Isle of Wight County Council is an Equal Opportunity Employer

Isle of Wight County Council

Buckinghamshire County Council

An Equal Opportunity Employer

SENIOR YOUTH WORKER

(Beaconsfield/Chiltern Area)

Salary: JNC (5-9) £12,270-£13,680 plus fringe allowance of £309 (Pay award pending)

This important post within the Youth and Community Service carries responsibility for leading a team of 3 full-time youth workers in Amersham/Chesham. Applicants should have appropriate qualifications and the experience to make a substantial contribution to the work of this dynamic and developmental service. Previous experience of work related to information, advice and counselling services is highly desirable. This service has a staff development policy which has been accredited by CETWYCW.

For informal discussion contact Mike Lacey, Area Youth Officer, on Amersham 29000, Ext. 2384.
Further details and application forms from Chief Education Officer, (Ref: J16), County Hall, Aylesbury, Bucks. HP20 1UZ. Closing date: 17th July 1987.

YOUTH WORKER:

Milton Keynes City Centre Youth Project

Salary: JNC 3 (4-8) £10,338-£11,598 (pay award pending)

The City Centre Youth Project is an exciting and innovative development, managed by the YMCA in partnership with the Local Authority and the Youth Information Service. This post, one of a team of 6 workers in the project, carries responsibility for the Bamhouse which provides a drop-in centre for young people and 10 bedroomed emergency accommodation.

If you want to work within a team, are suitably qualified and have the experience to make a substantial contribution to a project which has attracted national attention, then send for further details to the Chief Education Officer, (Ref J16), County Hall, Aylesbury HP20 1UZ.

The service has a staff development policy which has been accredited by CETYCW. Local authority housing could be available for the successful appointee.

For an informal inquiry ring John Grainger, Youth Officer for Milton Keynes, on 0908 667811. Closing date for applications: 17th July 1987. (16871)

DIRECTORATE OF EDUCATIONAL SERVICES
YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER

Quinta Youth and Community Centre, Mays Lane, Barnet, EN5 2HA

SALARY: Scale 6 £10,704 - £11,385 per annum inclusive

HOURS: Full/Part-time — Post suitable for job share.

A qualified and experienced Youth and Community Worker is required in the Centre at Mays Lane, Barnet. You should be able to operate a club and be able to develop the work beyond the confines of the Youth and Community Centre.

Closing date 16th July, 1987 Ref. ADM/E/268

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01 202 8282, ext. 424 (01 202 6602 outside office hours).

(02693)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH Barnet

THE NORTHUMBRIA DEAF MISSION
is wishing to appoint
A YOUTH WORKER

We are looking for a creative and enterprising person, skilled in communicating with the deaf and with experience of working with young people.

The focus of the work is Recreation/Integration/Spiritual Development.

Salary negotiable according to age and experience will be on J.N.C. Scale II.

Further details from:

The Secretary, NORTHUMBRIA DEAF MISSION, St Pauls Vestry, Havelock Place, Elswick, Newcastle upon Tyne.

To whom completed application forms should be returned by September 1st 1987.

(02838)

YOUTH & COMMUNITY continued

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE CENTRE BASED YOUTH WORKER

Applications are invited from committed youth workers to develop work with young people and lead a dedicated team of part-time staff at:

SHREWSBURY YOUTH CENTRE.

Person appointed will work in the Shrewsbury District Team, which is fully committed to a policy of equal opportunities for young people working within a framework of social and political education.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2-6, £9,309 to £10,401 + £414 for approved additional qualifications.

Further details, job description and application form from County Education Officer (67A/115), Shirehall, Shrewsbury, Shropshire SY2 6ND. Tel: 0743 234404.

Closing date 17th July, 1987.

An Equal Opportunity Employer. (38774) 440000

SOLIHULL
EDUCATION COMMITTEE

YOUTH AND COMMUNITY TUTOR

Salary J.N.C. New Grade Level 2 - (£10,200 - £12,600 from 1.9.87)

Applications are invited from suitably qualified and experienced candidates for this post, based at Whitesmore Youth and Community Centre, a purpose built centre on the campus of Whitesmore Comprehensive School. The post becomes available from September 1987.

Application form and further details (S.A.E. please) from Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU.

Closing date: 14th July, 1987. (11122) 440000

WALSALL
METROPOLITAN BOROUGH

EDUCATION COMMITTEE

COMMUNITY EDUCATION SERVICE

TEMPORARY YOUTH & COMMUNITY WORKER

Required a half-time (5 sessions per week) temporary Youth and Community Worker to assist a District Youth and Community Worker in the management, development and delivery of youth and community education provision within one or two Districts of the Borough.

The successful candidate will have a broad experience of youth and community work and preferably be in possession of, or attempting to obtain, a professional qualification in youth and community work.

Payment will be made on a pro-rata basis within the salary scale related to J.N.C. Range 3, points 1-5, currently £9,507 to £10,629.

It is intended that, in the first instance, the post will be tenable until 31st December, 1987.

Further details and application forms are available from the Director of Education, Education Department, Civic Centre, Darwell Street, Walsall WS1 1DG, on receipt of a S.A.E. Completed applications should be returned not later than 10th July, 1987.

Walsall is an Equal Opportunity Employer. (38656) 440000

Overseas Appointments

AUSTRALIA

Art Teacher exchange with Adelaide, Australia beginning January 1988 for one year at Secondary School level.

If interested telephone 0753 641430 immediately. (38450) 460000

BOROUGH OF SOUTH TYNESIDE

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE

Youth and Community Worker

(Euryalus PHAB Club — Jarrow)
J.N.C. 3, Pts 1-5 £9,507-£10,629 p.a. (under review)

The person appointed will be responsible for the administration organisation, supervision and development of the PHAB Club and its activities. Candidates must have an empathy for working with those who are physically handicapped and must be in possession of a current full driving licence.
Applicants must be qualified in accordance with the terms of the J.N.C. Report for full-time and Community Workers.
Salary and conditions of service are in accordance with the J.N.C. Report.
Application forms can be obtained from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Telephone Tynesde 4554988) and should be returned by NOON on Friday 17th July 1987.

(18889)

NEW SOUTH WALES GOVERNMENT
DEPARTMENT OF EDUCATION

EMPLOYMENT OPPORTUNITIES FOR DISTRICT SCHOOL COUNSELLORS

Vacancies exist within the NSW Department of Education for District School Counsellors. The locations include a number of NSW country areas.

The duties of District School Counsellors include psychometric and educational assessment and reporting, individual and group counselling for students from pre-school to Year 12. They are an important resource to schools and parents with respect to the guidance and counselling needs of these students.

Essential Qualifications:

- Appropriate degree from an approved College or University.
- An approved major study in Psychology at tertiary level.
- Post graduate training in school counselling, through a recognised tertiary institution or appropriate substantial Department of Education program (eg 1 year full time). Training must include competence in the use of psychometric assessment instruments and a substantial, broadly-based and supervised, practicum component.
- Eligibility for employment as a teacher in the NSW Department of Education teaching service.
- Evidence of a minimum of two years satisfactory classroom teaching or equivalent experience.
- Demonstrable competence in school counselling or school-based eductional psychology or evidence of training to undertake employment as an educational psychologist.

Conditions of Employment:

- Applicants must be prepared to serve in NSW country districts. Initial appointments for temporary and permanent teachers will be for a minimum of three years, after which time applications for transfer may be lodged.
- Employment opportunities may be available for suitably qualified teachers prepared to accept appointments for one or two years and to take up their appointments at their own expense.
- Salary will be at a determined level within the range for four year trained teachers, namely $20,683 to $29,923 (wage base $105.40).
- In general, NSW Education Teaching Service conditions will apply.
- The NSW Department of Education is an equal employment opportunity employer.

Applications for Employment

- Requests for applications forms and other inquiries should be directed to:

Employment and Classification Branch Department of Education, 35 Bridge St, Sydney NSW 2000, Phone (02) 2 0584.

13527A

EFL TEACHERS FOR SAUDI ARABIA

Tax Free Salaries plus Attractive Benefits

Cable and Wireless, the worldwide telecommunications Group, has established a nationwide telecommunications network for the Saudi Arabian National Guard. Training is an integral part of the project at the National Guard's well-equipped training school where theoretical and practical telecommunications skills are taught.

We have vacancies from August 1987 and later in the year for EFL teachers to teach small groups of National Guardsmen.

The ideal candidates will have a background of U.K. Comprehensive and overseas Secondary schools experience. Preference will be given to teachers who have taught in the Arab world or other Islamic countries.

The ability to teach absolute beginners and to produce effective materials at elementary level are essential components of the job.

Qualifications should include a suitable degree, P.G.C.E. or recognised TEFL qualification. Applicants are also invited from Cert. Ed. qualified teachers with the relevant experience. Applicants should be male and hold a valid British passport and a UK driving licence.

For these positions we offer renewable contracts of approximately 15 months, including paid leave and travel, on single status.

Please telephone us on 01-405 4980 (24 hrs) or write for an application form to: The Recruitment Manager, Cable and Wireless plc, Mercury House, Theobalds Road, London WC1X 8RX, quoting reference 1207/T.

Cable and Wireless
Helps the world communicate

Overseas Posts continued

Experience a different world in Botswana

SECONDARY TEACHERS – VARIOUS SUBJECTS

An opportunity to teach in Botswana... the chance to contribute to a fast-developing culture and gain the experience of a life time.

Botswana is an African country with a great deal to offer, fully committed to the rapid expansion of its secondary school system. The people are exceptionally friendly and welcoming, and parents value very highly their children's education.

Starting in January 1988, there are opportunities for teachers in schools, in towns and villages throughout the country. The age range in the schools is approximately 12-16, and teachers are needed in a wide range of subjects. Contracts which are initially for 2 years may be extended by mutual agreement and there are good opportunities for promotion. Secondment is available from certain education authorities.

All applicants must be qualified teachers with BA/BSc and PGCE or BEd, and should have UK or Irish citizenship and a British or Irish educational background. Main subjects required are • English • Mathematics • Physics • Biology • Chemistry • Agricultural Science • Home Economics • Craft Design and Technology • Subsidiary subjects include Art, Music and Social Studies.

With a hot, dry climate, wide open spaces, game parks and the fascinating wild-life of the Okavango Delta, Botswana offers exciting opportunities for leisure activities. Easy access to other African countries and generous annual holidays mean there are extensive travel possibilities.

Starting salary – in line with the local cost of living – is from around P.9,000 to P.16,900 depending on qualifications and experience (£1 = P.2.76 approximately). A tax-free gratuity equal to 25% of your total salary will be paid at the end of your contract.

Other benefits include subsidised accommodation normally in simple modern bungalows; possible car purchase loan scheme; medical insurance; installation grant; and a residential briefing course before departure.

If you would like to know more about these exciting opportunities, please write or phone for full details and an application form.

Closing date for applications is 31 July 1987. To apply please write quoting Ref 87 A 38-93 to the Teachers for Botswana Recruitment Scheme, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA, or telephone 01-499 8011 extension 3043.

The British Council

English & Science Tutors
Primary Teacher Training Colleges Kenya

The Overseas Development Administration has been asked by the Government of Kenya to recruit two Science Tutors for Mosoriot and Thogoto Colleges and two English Tutors for Eregi and Mosoriot Colleges, which are in rural areas.

You will teach your relevant subject to students; assist in curriculum material development and evaluation; develop resource material for use in primary schools; conduct workshops/seminars for primary school teachers in methodology and the use of resource materials; and participate in in-service courses.

Successful applicants will be British citizens aged 30-50 who are professionally trained graduates in the required subjects with at least five years post qualification experience, two of which should have been in teacher training.

The appointment is on contract to the Government of Kenya for a period of two years. Local salary is in the range Kenya £3,604-£3,804 pa, plus a tax free supplement payable by ODA, in the range £7,242 to £11,088 pa. A terminal gratuity of 25% of local salary is also payable. Other benefits normally include free passages, children's education allowances and subsidised accommodation. Exchange rate as at May 1987 = £1.00 stg.=27.76 Kenya Shillings. (20 Kenya Shillings = £1)

For an application form, please write, quoting ref. AH367/MMcO/TES, stating post concerned, to: Appointments Officer, Overseas Development Administration, Room 381, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA. Or telephone 03552 41188, extension 3829.

OVERSEAS DEVELOPMENT ODA
Britain helping nations to help themselves

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
British Forces Germany Youth Service

Youth Worker Appointment
JNC Scale 3 Points 4-8

1. The Ministry of Defence invites applications from full-time professionally qualified and experienced Youth and Community Workers for a number of posts which will shortly become vacant in Germany.
2. The British Forces Germany Youth Service provides for the social, educational and leisure needs of the children of military and attached civilian personnel serving with the British Army of the Rhine. The successful candidates will form part of a team of 50 full-time Youth Service staff covering Northern Germany, but will work in area teams and will have responsibility for their own youth centres. There is a full-time Training and Staff Development Officer and the Service is committed to a comprehensive programme of Staff Development conforming to INSTEP guidelines. A knowledge of German is desirable but not essential. Ability to drive is essential.
3. The vacancies will occur at Dortmund (immediate), Herford (August) and Detmold (December).
4. SALARY will be in accordance with JNC range 3, Points 4-8, £9,846-£11,046 (under review) plus London Allowance of £1,215. FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable. SUPERANNUATION: The post is superannuated under the Teachers' Superannuation Scheme. ACCOMMODATION will be provided rent-free. DURATION OF ENGAGEMENT: Initially for 3 years, renewable by mutual consent.

The Civil Service is an equal opportunity employer.

Requests for an application form and further details should be made to:
CM(S)1d3, Room 865, St Christopher's House, Southwark Street, LONDON SE1 0TD
or by telephone on 01-921 2074

The closing date for completed application forms is 24 July 1987.

Intending applicants are invited to contact the Chief Youth Service Officer, Mr David Escott, for informal discussions (Tel 0 (049-2161-473176). NOTE: This is a German phone number.

SCEA

OVERSEAS POSTS continued

BERMUDA
MENUHIN FOUNDATION OF BERMUDA
A 'cello teacher is required for September or thereafter, to join small team of peripatetic teachers for schools and private instruction. 2-year contract initially. Salary $18,000 - $20,000. Applications with CV and references to Anthony Greenwood, Principal, School of Music, Silk St., Barbican, London EC2. (38433) 460000

CHRISTIAN TEACHERS, specialists of R.E., Maths, Science, English and Commerce for Secondary Schools in Africa and Papua New Guinea. Volunteer terms - two year contracts. Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St Albans, Herts. AL2 1AR. Tel: 0727 64853. (a.s.a.p. appreciated). (41145) 460000

EGYPT
Cairo School seeks graduates or otherwise qualified teachers of English and/or Maths and Science for children aged 9 to 14. TEFL experience useful. Local salary and return air ticket. School year Sept to May. One-year contract renewable.
Letter and CV to Box No TES 00778, Priory House, St John's Lane, ECIM 4BX. (38468) 460000

FRANCE
Two-week TEFL programme with RAPID ENGLISH in Rouen, Normandy. Dates: 7-18 September 1987. Tuition fees: £60. Possibility of teaching in Normandy and Paris for qualified teachers. Contact: Rapid English, B.P. 75, 27400 Louviers, France. Tel: 32 40 32 36. (11562) 460000

FRANCE
NANCY
School of English requires native speaker EFL teachers for October 1987. Initial contract until July 1988. Salary: 5,600 - 7,000 Frs. per month. 5% end of contract bonus. Applicants should have degree in languages and postgraduate TEFL qualification.
Apply directly with photo to The McKeon, 25 rue Lyautey, 54000 Nancy. Tel: 83 35 04 84. (11426) 460000

GERMANY
Teacher with degree in English required from July/August. Basic German an advantage. Intilingua, Markt 29/31 D5100 Aachen. (38814) 460000

GREECE
EFL teachers for Greece. 87 Egnatia St., Salonica. Ph. 31-827106. (38067) 460000

GREECE
Two female TEFL teachers or any University graduates wanted to teach English in Thessaloniki, academic year 1987 - 1988.
Please send CV with photo to Mr Michael Ladopoulos, 75 Athanasiou Diakou Street, Agios Pavlos, Thessaloniki 52438 Greece. (38486) 460000

ITALY
Established and professional language schools group in North Italy requires EFL Teacher. Must be professionally qualified, (especially College of Education) and have TEFL qualification and experience. Knowledge of Italian an advantage. EEC nationals only.
For information and application form contact Miss J. Hughes, 36 Chesterfield Rd., London W4. Tel: 01-995 3966 (after 4.30 p.m.). (39978) 460000

ITALY
Experienced E.F.L. Graduate Teachers required by Northern Italian language institute. Knowledge of Italian and experience in the field of business and/or commerce will be considered advantages.
Write enclosing c.v. and recent photo to: The Director, English Language Centre, Via Reinoldi 18 21100 Varese, Italy. (38721) 460000

ITALY
EFL
The British Schools Group in collaboration with English Worldwide is recruiting qualified and experienced EFL teachers for positions in all parts of Italy, to start Sept. '87. Minimum requirements: RSA Prep Cert and at least 1 year's EFL experience. As part of the selection procedure, an orientation day for invited applicants will be held in London on Sat. 18 July, to be followed by interviews for specific posts.
Please apply by Wed. 15 July, enclosing full CV and contact phone number. To: Jane Wright, English Worldwide (Recruitment Consultants), 27 Delancey St., London NW1 7RX. (38452) 460000

ITALY
SARDINIA
2 qualified and experienced EFL teachers required for Language School near the Costa Smeralda, Sardinia.
Apply with c.v. and photograph to: Catherine Bernard, English House, Via Carbonia, 07026 Olbia (SS), Sardinia, Italy. (11063) 460000

ITALY
MILAN
Director of Studies and EFL teacher required for Language Centre near Milan. Qualifications and experience vital. Driving licence for teacher's use essential.
Apply with c.v. and photograph to: Susan Dona, Royal Commonwealth Society, 18 Northumberland Avenue, London WC1. (11062) 460000

ITALY
International School Naples (90 pupils 6-18 yrs) seeks enthusiastic Teacher of General Science, start September. Applications from newly-qualified teachers welcomed. Interviews in London during July.
For further details please send C.V. (please include your telephone number and names and addresses of three professional referees) to Box 1SN, European Council of International Schools, 21B Lavant Street, Petersfield, Hampshire GU32 3EL. (11049) 460000

JORDAN
A bilingual Jordanian family requires a fully qualified infant teacher with remedial experience to take charge of a six year old boy with learning difficulties. The successful applicant will work closely with the boy's school and live as a member of the family. Excellent conditions and salary and no domestic duties will be expected.
For further information please apply to: Mrs Lyn Davey, 37 Arlington Road, Teddington, Middx. TW11 8NL. Tel: 01-977 8648. (38480) 460000

KENYA
Lower Preparatory Class Teacher required for a quality private school situated on the north coast of Mombasa. The successful applicant should also be able to teach Geography or Mathematics to older pupils in the school. Only teachers who can begin work in September 1987 should apply and interviews will be held in London between August 3rd - 7th.
Applications containing full C.V., should be sent to the Headmaster, Mombasa Academy, P.O. Box 86487, Mombasa, Kenya. (38715) 460000

Posts Overseas

Turkey

Teachers of English, Istanbul

Post 1: Nisantasi Anadolu Lisesi

Duties: to teach English Language and some Literature to Turkish pupils aged 15-18 in this English medium high school.
Qualifications: candidates should be British citizens, single, with a first degree in English, a PGCE and at least 2 years' relevant experience in UK.
Salary: TL 476,310 monthly net (£1=TL 1,370 on 15.5.87) and monthly sterling subsidy of £220 (for first year only).
Benefits: annual return fares, baggage allowance, four day week.
Closing date: 17 July 1987.
Contract: one year, renewable, from 1 September.

Post 2: Beyoglu Anadolu Lisesi

Duties: to teach English Language and Literature to Turkish girls aged 11-18 in this English-medium school.
Qualifications: as for Post 1.
Salary: TL 555,000 monthly net and monthly sterling subsidy of £220 (for first year only).
Benefits: annual return fares, baggage allowance, four day week.
Contract: one year, renewable, from 1 September.
Closing date for applications: 17 July 1987.
Reference: 87 B 47-48 T

Yemen Arab Republic

Post: Study Skills Specialist, Sana'a University

Duties: to teach English as foreign language for up to 16 hours per week in the Language Centre. Administrative responsibility as faculty co-ordinator.
Qualifications: candidates must be British-born with a British educational background, and aged 28-36. They should have an MA in Applied Linguistics/TESFL with a minimum of three years' EFL experience. Knowledge of basic spoken Arabic would be a considerable advantage.
Salary: 5,352 Kuwaiti Dinars per annum currently paid in US dollars.
(£1=KD 0.45 approx).
Benefits: return airfares; free furnished accommodation; annual paid summer leave equally up to 2 months; terminal gratuity of one month's salary for each complete year's service up to a maximum of a year and half's salary.
Contract: one year local contract, renewable by mutual agreement.
Starting dates: 1 September 1987.
Closing date for applications: 17 July 1987.
Reference: 87 A 94 T

Japan

Teacher of English Communication Skills, Ueno Gakuen Junior College, Saitama, Tokyo

Duties: to assist the Communication Skills Supervisor with materials preparation, teacher training, residential courses and extra-curricular activities; to teach Practical English to PCE (possibly CPE and RSA) exam level.
Qualifications: candidates should be British, with a UK first degree, RSA Dip TEFL or PGCE TEFL and at least 3 years' relevant experience.
Salary: local salary of Yen 3,750,000 p.a. (£1 = Y250.9 in June 87).
Benefits: free college accommodation or rent allowance, fares and baggage.
Contract: 2 year contract commencing September 1987.
Closing date for applications: 24 July 1987.
Reference: 87 B 46 T

The following posts are also part of Britain's Aid Programme to developing countries

Angola

Teacher of English, Direct Teaching Project, Ministry of Education, Luanda

Duties: class teaching up to 20 hours per week; assisting with preparation of syllabuses, materials and modes of assessment; assisting with induction of Angolan counterparts. The postholder will be one of a team of three British teachers.
Qualifications: postgraduate TEFL qualification or RSA Dip TEFL, plus relevant teaching experience. Knowledge of Portuguese desirable, also experience in developing countries. Driving licence essential.
Salary and benefits: local salary of 38,000-40,000 kwanzas (£1 = 50 kwanzas approx); free sterling subsidy of £9,000-£15,000 depending on qualifications and experience, paid by the British government under its aid programme. The Angolan government will pay airfares and baggage allowances on appointment and termination and provide annual fare-paid leave if the contract is for two years.
Contract: a one or two-year contract with the Angolan government, guaranteed by the British Council.
Starting date: September 1987.
Closing date for applications: 28 July 1987.
Reference: 87 K 18 T

Senegal

British Senegalese Institute, Senegal

Post 1: Teacher of English to Mixed Groups

Duties: teach average of 16 hours per week; co-ordinate proficiency course; revise syllabus, produce additional materials; supervise and assist with production of internal, national and overseas examinations, enrolment and testing.

Post 2: Teacher/Co-ordinator, Distance Learning Department

Duties: teach 4-8 hours per week; identify, visit Distance Learning Centres; organise workshops, observe classes, demonstrate lessons/methodology; identify new teachers and materials; assist to develop English courses by Radio and Television; maintain link between BSI and DL Centres.
Qualifications: candidates should be UK citizens with British educational background; must have a degree in English/Modern Languages, an RSA Dip TEFL or PGCE; at least 2 years' EFL experience overseas, preferably in a developing country. Good French essential.
Salary: basic salary of 130,000 CFA Francs per month will be paid by Senegalese government and a tax-free supplement of £7,000 will be paid by the British Government under its aid programme.
Benefits: free furnished accommodation; medical scheme; £1,250 baggage grant and return airfare.
Starting date: September 1987.
Closing date for applications: 21 July 1987.
References: 87 K 71-72 T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Angola

Head of English Section, Instituto Superior de Ciencias da Educacao, Lubango

Duties: needs analysis, course design, staff development and materials production for specialist/service English programmes; up to 6 hours per week lecturing; establishment of specialist English option in Instituto Nacional da Educacao.
Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; at least 5 years' relevant experience, preferably in Africa, involving teacher training. RSA Dip TEFL desirable.
Reference: 87 K 13-15 T

Lecturer in ELT Methodology, Faculty of Education, University of Dar es Salaam

Duties: to teach ELT methodology and English usage courses; to supervise teaching practice and assist in the development of a demonstration secondary school in Dar es Salaam; to take part in regional in-service seminars and work with the project team on production and use of teaching materials.
This post forms an integral part of the above project: there will be close collaboration with the regionally based teacher training specialists.
Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; at least 5 years' post-MA experience involving teacher training and materials writing. Experience of working at tertiary level, preferably in Africa, desirable.
Reference: 87 K 21 T
Salary for all the above posts: £13,998-£19,803 p.a. free of UK income tax.
Overseas allowances: nil-£2,390 depending on salary level and marital status.
Date of appointment: October 1987.
Contract: initially for 2 years with the British Council.
Closing date for applications: 28 July 1987.

Yemen Arab Republic

Teacher Trainer, Sana'a University

Duties: to teach and supervise courses for English Language specialist students at the Faculty of Education.
Qualifications: UK citizens with a British educational background; first degree and a Masters degree in Applied Linguistics/TEFL; seven years' experience in TEFL, of which three years should have been in course design and teacher training in a developing country.
Salary: £12,258-£17,093 p.a. free of UK income tax.
Overseas allowances: £1,230-£6,962 depending on salary level and marital status.
Date of appointment: August 1987.
Contract: 2 years.
Closing date for applications: 17th July 1987.
Reference: 87 K 10 T

Mozambique

ESP Specialist, Institute of Languages, Maputo

Duties: needs analysis of target groups in Ministries and other institutions; course design and materials preparation; staff development and in-service training within the Institute. Another KELT already appointed will have responsibility for in-house courses; this KELT will have responsibility for outreach.
Qualifications: UK citizens with a British educational background; first degree plus teacher's certificate and MA in Applied Linguistics/TEFL; at least 5 years' relevant overseas experience involving teaching English to adults in developing countries.
Salary: £12,408-£15,068 p.a. free of UK income tax.
Overseas allowances: £1,538-£7,236 p.a. depending on salary level and marital status.
Date of appointment: as soon as possible.
Contract: initially for 2 years with the British Council.
Closing date for applications: 28 July 1987.
Reference: 87 K 12 T

Tanzania

Three Teacher Training Specialists, English Language Teaching Support Project

Duties: working within the system of educational zones, from bases at Dar es Salaam, Tabora and Mtwara, as part of a team currently comprising four regionally based specialists working under the direction of a project co-ordinator based in Dar es Salaam, to improve standards of English teaching and learning in secondary schools in each region.
Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; at least 5 years' relevant overseas experience, preferably in Africa, involving teacher training. RSA Dip TEFL desirable.
Salary: £10,888-£13,183 p.a. free of UK income tax.
Overseas allowances: £4,761-£16,331 p.a. depending on salary level and marital status.
Date of appointment: September 1987.
Contract: initially for 2 years with the British Council.
Closing date for applications: 21 July 1987.
Reference: 87 K 11 T

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

OVERSEAS POSTS
continued

KENYA
GREENACRES SCHOOL near Nairobi, Kenya
Require a well qualified and experienced primary teacher for January 1988.
Application to include c.v., photograph and names and addresses of two referees to: The Headmaster, c/o Tudor Cottage, Maplehurst, Horsham, W. Sussex RH13 6RD. (38475) 460000

NAIROBI
From January 1988 teacher of Secondary Biology. Private School two year contract. Interviews 30 July.
Details from Professor P.E. Fordham, Department of Adult Education, Southampton University, Southampton SO9 5NH. (38459) 460000

KOREA
ENGLISH TEACHERS WANTED IN SEOUL, SOUTH KOREA
English instructors wanted to work at a new language institute in Seoul, South Korea.
Roundtrip airfare and paid vacation. 1 year contract, renewable. Competitive salary.
Send CV to Jai Hun-Lee, Seoul Executive Center, Koreana Hotel, Room 909, K.P.O. Box 1584, Seoul 100, Korea. (39821) 460000

SEEKING 2 MONTESSORI DIRECTRESSES for Primary and Elementary classes in Central Paris Montessori schools. French helpful but not necessary. Team teaching. Call in FRANCE: 25 95 54 84. (38707) 460000

TURKEY
BESIKTAS ATATURK ANADULU LISESI
An English medium, state high school in central INSTANBUL, has vacancies in September 1987 for 2 English Literature with TEFL qualification, 1 General Science (with biology), 1 Maths teachers, all to middle school (12-15) level. Degree and teaching certificate essential, competitive salary (convertible via bank), shared accommodation, air fare provided.
Apply in writing with detailed C.V. and recent photograph to: Bruce Robson, Head of Foreign Staff and Studios, 27 Pound Farm Road, Chichester, West Sussex PO19 2LX. (11072) 460000

SPAIN
Figueres, Nr. Gerona, Spain
TWO TEACHERS REQUIRED
Two Teachers required for October 1987 for English language school in Figueres, Spain.
Applications are invited for T.E.F.L. or R.S.A. trained teachers to teach up to Cambridge First Certificate and Proficiency.
Applications together with Curriculum Vitae and names of two referees to: The Director, Institut Britanic, Calle Juan Maragal/16, Figueres, Gerona, Spain. Interviews will take place in London during July. (39220) 460000

SPAIN
THE WYE ENGLISH CENTRE
Jose Maria Peman, 12 03600 ELDA (Alicante-Spain)
Required for September 1987, Qualified E.F.L. Teacher with experience.
For full time work with a variety of classes send c.v. and photo to The Wye English Centre, Jose Maria Peman, 12 03600 Elda, Alicante, Spain. (38469) 460000

SPAIN
ALOHA COLLEGE
Marbella, Spain
Experienced and well-qualified teacher required for top infants to lower juniors, an ability to teach music would be an advantage.
Aloha College is an all age international school of 350 students in a new purpose built school close to Marbella.
Applications with full c.v. to the Secretary, 9 Dover Street, Norwich. Interview - London, July. (11043) 460000

SPAIN
E.L.S. (Spain) require TEFL teachers for their centre in Huelva for October. Interviews held in London in August.
Conversational Spanish.
Write C.V. with recent photo to J. Buchanan, Amazonas 3, Huelva. (11052) 460000

TURKEY
Required, English Teachers with teaching certificate and university degree in English to teach English Language.
Interviews will be held in London.
For further details write to Anglo-Turco Educational Group, Address: Karanfil Sokak No:6, Bakanliklar, Ankara, Turkey. Tel: 041 175751. (38083) 460000

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

SENIOR TEACHING APPOINTMENTS IN WEST GERMANY AND CYPRUS

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts which are to be filled from the Spring Term 1988.

Deputy Headteacher
Prince Rupert School, Rinteln, West Germany (Group 10)

An opportunity exists for a suitably qualified and experienced teacher to participate as a Deputy Headteacher in the organisation, managementand leadership of this co-educational 11-18 comprehensive school where some 20% of pupils are weekly boarders.

Deputy Headteacher
Gloucester School, Hohne, West Germany (Group 9)

An enthusiastic and experienced teacher, committed to the principles of comprehensive education is required for this post. The successful applicant will work closely with the newly appointed Headteacher and should make a major contribution to all aspects of the school's development.

Deputy Headteacher
Dhekelia Primary School, Cyprus (Group 4)

Applicants for this post should have proven leadership skills and possess an energetic and imaginative approach to the tasks of organisation and curriculum development. Suitable candidates will have a belief in the principles of co-operative teaching and the knowledge and ability to promote good modern practice across the whole primary age range.

SALARY is in accordance with the current Education (School Teacher's Pay and Conditions of Service) Order 1987. In addition, the London Area Allowance currently £1,215 per annum is payable.

SUPERANNUATION normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE A tax free allowance is payable.

ACCOMMODATION is normally provided rent free.

DURATION OF ENGAGEMENT initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details should be made to:
**Ministry of Defence
CM(S)1d3
Room 8/05
St. Christopher House
Southwark Street
London SE1 0TD
or by telephone on 01-921 2116.**
The closing date for completed application forms is Friday 24th July 1987.

SCEA

(40751)

RAS AL KHAIMAH ENGLISH SPEAKING SCHOOL, UAE

PACES Recruitment Consultants have been instructed to recruit

AN INFANT TEACHER
(for twelve 5½ – 6½ year olds)

for September 1987 for this small school, with British, European and Arab expatriates (3½yrs to 11½yrs). The school complex consists of one main building divided into 2 junior and 4 purpose built nursery, reception and infant classrooms with a hall gymnasium etc.

A British type curriculum is followed and teachers also participate in afternoon activities.

Generous TAX FREE salary, including overseas allowance and end of contract bonus and superannuation/or labour law gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity. Return air fare plus baggage allowance.

Only UK trained and fully qualified teachers with a minimum of two years experience should apply.

Interviews in London in early August.



Please forward two copies of each of the following: letter of application, (in own handwriting), CV, names of two referees and recent photograph to Department H, PACES, 6b Eccleston Gardens, St Helens, WA10 4BN. Candidates requiring an acknowledgement should enclose a SAE

Closing date 17 July

(16680)

AIGLON COLLEGE SWITZERLAND

The Independent (Overseas HMC) British-International Boarding School for 260 Boys and Girls (11-18) in the Swiss Alps.

A vacancy has occurred in a Boys' house for a HOUSEMASTER (age approx 30-45) with wife sharing responsibilities as HOUSEMOTHER for January 1988.

Candidates must be fully committed to boarding school life and to the welfare of the children in their care. The post of Housemaster will be combined with a reduced teaching programme of Geography (and possibly economics) to S-level. There may be some teaching for the Housemother if suitably qualified and experienced.

Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school in which individual and spiritual values are stressed. Knowledge of French and ability to help with extra-curricular activities an advantage.

Apply by 10th July in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees) to:

**The Headmaster,
Aiglon College,
1885 Chesieres-Villars, Switzerland.
Tel: (25) 35.27.21.**

(40809)

THE BRITISH SCHOOL of LOME

This is a newly established school with a role of 120 third-national pupils aged 3-16 years. It is situated in a smart residential area of Lomé, the capital of Togo. Togo is the oasis of the West African Coast and enjoys both political and economic stability.

We are looking for experienced, versatile and adaptable teachers who still regard teaching as a vocation. The work is demanding but very rewarding.

Applications are invited for the following posts commencing in September 1987 or January 1988 for an initial period of two years.

i) Secondary Mathematics to GCSE
ii) Secondary History to GCSE
iii) Secondary Geography to GCSE
iv) Secondary French to GCSE
Any combination of i) ii) iii) & iv) will be considered.
v) First School/Junior teacher.

Ability to teach Art and Music would be beneficial as would a willingness to become involved in the welfare of our few boarders. Age or marital status is not so important but only couples who both teach will be accepted. This is a fee paying school and so would be of equal interest to teachers from the Public School sector.

If you have a minimum of 5 years experience and are looking for a challenge, and have something to give rather than take apply with letter, photograph and C.V. to:

**The Headmaster, The British School of Lomé,
c/o 28 Prideaux Road, Eastbourne, E. Sx.**

(02830)

SINGAPORE
4 PRIMARY TEACHERS

A British curriculum Preparatory School requires 4 British teachers for September. Candidates must offer general classroom teaching ability and 3 Junior posts require skills in one of the following areas:

a) Maths/Science – practical approach eg. Nuffield
b) Art/Craft/Pottery
c) French to lower Secondary Level. EFL qualification an advantage and also strength in Maths. Male candidate preferred.

Other useful skills: Boys/Girls Games, Classroom Computer, Drama.

Salary: Burnham Plus

Terms: Shared accommodation, return air passage and hospital insurance provided with 2 year contracts.

Immediate enquiries to:

**The Assistant Director
World-wide Education Service
Strode House
44-50 Osnaburgh Street
London NW1 3NN
Tel: 01 387 9228
Closing date: 22nd July 1987**

(40765)

McGill University
Department of Mathematics and Statistics

The Department of Mathematics and Statistics at McGill University is seeking to fill two tenure-track

Assistant Professorships

In September 1988. A further two appointments may be available for September 1988 or September 1989, but the latter two are still subject to budgetary approval. Candidates should have a Ph.D. and a solid record of achievement in research.

There are three priority areas: algebraic or differential geometry; numerical analysis (preferably associated with partial differential equations); and mathematical statistics (where a more senior appointment can be considered). However, we will entertain applications from outstanding candidates in other areas.

The applications should be sent to: Professor M. Herschorn, Chairman, Department of Mathematics and Statistics, McGill University, 805 Sherbrooke Street West, Montreal, Quebec, Canada H3A 2K6.

Please include a statement of research accomplishments and plans along with your letter of application, and arrange for 3 letters of recommendation to be forwarded. McGill University is an equal opportunity employer, but in accordance with the Canadian Immigration requirements priority will be given to Canadian citizens and permanent residents. The deadline for the receipt of completed applications is November 16, 1987.

(40844)

ENGLISH TEACHERS NEEDED

English Teachers required by prestigious private school in Saudi Arabia. Boys aged 9-18. BA + Teaching Certification required. TEFL background preferred.
Males only: First year on bachelor status.
Start August 22, 1987. Paid annual home leave.
Send CV and copy quals to:

**DHAHRAN AHLIYYA SCHOOLS,
C/O Botts and Co.,
190 Strand,
London WC2R 1DT.
Interviews in London mid-July.**

(40762)

INTERNATIONAL COMMUNITY SCHOOL AMMAN, JORDAN

PACES Recruitment Consultants have been engaged by this multi-national English Medium School, which has 215 Boys and Girls (aged 4-13 years) on roll to recruit for September 1987:

1. INFANT TEACHER
preferably with interest in art and craft

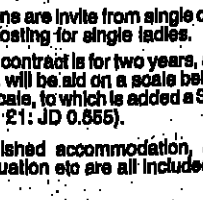
2. GENERAL SUBJECTS TEACHER
for children of middle school age, with interest in Environmental Studies or experience of Remedial teaching an advantage.

Applicants must be qualified and experienced teachers. Previous overseas teaching experience would be an advantage.

Applications are invite from single or childless married teachers. Jordan is a suitable posting for single ladies.

The initial contract is for two years, and the salary, which is fully transferable to the UK, will be aid on a scale between Jordan Dinars 4033-4956 pa on a 15 point scale, to which is added a 30% overseas allowance, (current rate of exchange £1: JD 0.555).

Free furnished accommodation, annual return air fare, medical cover, superannuation etc are all included in the contract.



Please send two copies of your CV, open references, names of two referees, and a recent photograph to Department T., PACES, 6b Eccleston Gardens, St Helens, WA10 4BN, within two weeks.

Interviews will take place in July and applicants returning from overseas posts would be welcome.

OVERSEAS POSTS
continued

BAHAMAS
QUEEN'S COLLEGE
Village Road, Nassau, Bahamas
invites applications from QUALIFIED TEACHERS for the following posts
Effective September 1st, 1987, Queen's College requires the services of:
1. Classroom teachers for the Primary range (5 through 11 year-olds).
2. A Music Specialist for the Primary range (5 through 11 year-olds).
In addition to the above posts, a need may develop for extra staff to teach Art, Technical Studies or Chemistry in the High School.
Queen's College is a Methodist School, established 13th January, 1890. It moved to its present campus in 1962. The school is comprehensive and co-educational, with a total student population (aged 3 to 19) of approximately 1400 (Early learning Centre 120, Primary 580, Secondary 700). Applicants must be prepared to work in harmony with the goals of the Christian Church, and in particular with the emphases of the Methodist denomination. Teaching the principles of Christian Family Life is a priority within the school. Successful applicants are required to sign a commitment to participate in the total programme of the school's life and work. Further information will be supplied to applicants short-listed for interview.
Applicants must have 5 good O-level passes (or the equivalent) in addition to a Teacher's Certificate from a recognised College of Education. Applicants who hold a Bachelor's Degree with documented evidence of training as a teacher, and two years experience in the classroom are preferred. Interested persons should submit an application supported by FULL curriculum vitae. We regret that it is not normally possible to acknowledge all applications received and so those not including a curriculum vitae are abandoned.
Applications should be submitted before Friday, July 17th to: Rev. C. Sweeting, The Caribbean Office, The Methodist Church Overseas Division, 25 Marylebone Road, London NW1 5JR. (11113) 460000

NORWAY
MUSIC TEACHER in Vestre Slidre, in the heart of Southern Norway, 4 hours drive from Oslo.
Vestre Slidre Music School is part of the official school system and is cooperating with the local voluntary music life.
We need teachers who can cover the disciplines of piano, organ, accordion, guitar, brassinstruments and lead the musical kindergarden - 24 hours a week.
The local school brassband needs a conductor 4 hours a week.
There is also a vacancy for a parttime churchorganist. You can apply for a fulltime or parttime job.
Your wages will be about 130.000 Norwegian kroner a year.
Please contact us: Tel: 063 43000 line 230 or 271 for further information.
Address your applications and relevant certificates to Vestre Slidre skolestyre, N-2966 Slidre, Norway. (11565) 460000

TURKEY
Akademi School of English seeks English Language teachers. The most modern language school in eastern Turkey and we need young, dynamic quality teachers who are University graduates and are EFL qualified for September 1987.
The surroundings are most pleasant with a university population of approximately 10,000 students located in a city of approximately 500,00 people. Perks and salary are negotiable but will be attractive.
Please send full CV and recent photograph to: Akademi Egitim Merkezi P.K. 234, Diyarbakir, Turkey. (38605) 460000

TURKEY
TURKEY
To teach English Language, Maths and Science subjects at modern secondary and High School with most up to date facilities and equipment including computers in class room.
Written applications with full c.v. to: Ozel Kultur Lisesi, Incirli Cad, Cag Sok, Bakirkoy - Istanbul.
Or phone: 0202 885915 in the U.K. for a personal interview not later than 20th July 1987. (38674) 460000

TURKEY
OZEL CAVUSOGLU Lisesi
An expanding, English medium, private high school in Bakirkoy, Istanbul, invites applications from 12 fully qualified TEFL teachers to initiate prep. English course as of September 1st, 1987. Air fare paid both ways. Shared flat for singles, own flat for doubles, free, in neighbourhood of school. Attractive conditions, 20 hours per week, salary over 12 months in Turkish lira (convertible via bank).
Apply in writing with detailed c.v. and recent photograph to: Bruce Robson, Head of Foreign Staff and Studies, 27 Pound Farm Road, Chichester, West Sussex PO19 2LX. (11071) 460000

USA VACANCIES AND VISA advice, with the top rated areas. EXODUS 01-987 0454. (34084) 460000

WEST GERMANY
British High School, Bonn requires for September 1987 an experienced teacher to teach History to A level and possibly some English to lower levels.
Applications with full C.V. and photograph to:- Head of Administration, British High School, Gotenstrasse 50, 5300 Bonn 2. Tel: 00228 374084. (40755) 460000

Administration Local Education Authority

HAMPSHIRE
EDUCATION DEPARTMENT CAREERS SERVICE
TEMPORARY CAREERS ADVISER (FE/HE) (To cover Maternity Leave)
Salary: SO1 £11,070 - £11,805
We are looking for a qualified and experienced Careers Adviser to work in Alton (Tertiary) College and Farnborough College of Technology to cover a period of Maternity leave (up to 37 weeks) from 27th July 1987.
The successful candidate would be based at Alton Careers Office and be able to provide a professional service to the wide range of clients involved.
Applicants should have a current driving licence and to be a car owner.
The Authority pursues a policy of equality of opportunity and applications are particularly welcome from people with disabilities.
For further details and an application form please contact Mrs. Liz Chubb, Divisional Careers Office, 9-11 Church Street, Basingstoke or tel: Basingstoke 29645 quoting reference 12859.
Closing date for applications 15 July 1987.
Interviews will be held on 24 July 1987. (38739) 460000

COMMUNITY EDUCATION
(Re-advertisement)

ASSISTANT EDUCATION OFFICER (Community Education)

Salary under review but not less than £18,000 p.a.

Following a review of the Community Education Service and a reorganisation of posts the Authority wishes to appoint from 1st January or before.

This post will provide opportunities for persons with a range of experience to enter educational administration and make a significant contribution to the development of the service. Experience of the practice of community education and of management an advantage.

Further details and application forms available from Mrs. B. Rowlandson, Shire Hall, Castle Hill, Cambridge CB3 0AP, to whom completed forms should be returned by 31st July 1987.

CAMBRIDGESHIRE
An Equal Opportunity Employer

A key Personnel post with the Inner London Education Authority

ilea
Working in Education

Assistant Director of Personnel Services & Equal Employment Opportunities
£26,355-£28,434 inc.

ILEA is a unique single purpose education authority in the forefront of developing progressive policies in education for Inner Londoners. Our priority is to improve the quality of the service for all and to provide equality of opportunity for those who experience disadvantage and discrimination.

Responsible to the Director, the postholder will head a branch of 380 and will have a major role in providing an effective recruitment, staffing, staff training and development service for all the Authority's 90,000 employees. There will also be the opportunity to make a major contribution to the development of corporate personnel policies.

Candidates must have knowledge and experience of the management of personnel services at a senior level, well developed managerial and administrative skills, and the ability to apply these in the context of a large education authority. Candidates must demonstrate their commitment and capacity to implement the Authority's Equal Opportunities Policies, both in terms of service delivery and staffing matters.

Application forms and further details are available from Mr A. Masood, ILEA/PER/PS4a, The County Hall, London SE1 7PB. Tel: 01-633 7063.

Closing date for the return of completed applications to the above address is 17th July 1987.

Black and ethnic minorities are at present seriously under-represented in the Authority's senior posts. We would therefore welcome applications from black and ethnic minority candidates for this post.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

COUNTY EDUCATION DEPARTMENT
CAREERS SERVICE
TRAINEE CAREERS OFFICERS (2 POSTS)
POSTS NOS. CO172X & CO173X

Applications are invited from suitably qualified and experienced persons for the position of Trainee Careers Officer.

Qualifications should include a good academic background, although if over 25 not necessarily to Degree level, together with a considerable time in employment. Knowledge of the work of the Careers Service, whilst not a pre-requisite, is a useful addition.

The commencing salary will be within the Trainee Grade £6225 by increments to £6786.

Application forms returnable by 17th July 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester 204171. (Please quote post number).

(02832)

DORSET County Council

TRAFFORD
METROPOLITAN BOROUGH COUNCIL

The Council is an equal opportunities employer

Applications are encouraged from suitably qualified and/or experienced registered disabled people.

Re-Advertisement
Education Department

SECTION HEAD (SCHOOLS)
P.O. 1 £12,519 – £13,506 p.a.

A highly skilled administrator with substantial experience of the work performed in an Education Department is sought for this senior post.

**Application forms and further information from and returnable to the Chief Education Officer, P.O. Box 19, Education Department, Sale, Manchester, M33 1YR. Telephone 061-872 2101 ext. 3116.
Closing date 17th July, 1987.**

(16877)

Serving the Community - Meeting the Needs

Are you interested in leading teachers in developing the language skills of children?

We need someone who has:
- ▷ Qualifications and skills
- ▷ Enthusiasm and commitment
- ▷ Extensive experience

GENERAL INSPECTOR: LANGUAGE

£20,555 – £21,561 inc. (Pay Award Pending)

A key position in the Inspectorate Team involving curriculum development and quality-control through a consultancy model. Responsible for:
- Language Development throughout the Borough Schools and Colleges
- Drama Development supported by a Peripatetic Advisory Teacher

We are committed to developing our language work and place an emphasis on establishing high standards of literacy and communication.

- ▷ Relocation/removal package worth up to £6000
- ▷ Lodging allowance of £75 per week
- ▷ Equity sharing in a house worth up to £50,000
- ▷ Lease a car for £65 a month
  - Sierra 2 Litre GL
  - Escort 1.6 XR3i
  - M.G. Metro Turbo

Contact Doug Pond on 01-464 333 ext. 4558 for an informal discussion.

Bromley
THE LONDON BOROUGH

For further details and an application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-290 0324 (24 hour answering service).
Please quote reference: E116.
Closing date: 24th July 1987

40758

Administration l.e.a.
continued

BMB
BOLTON METROPOLITAN BOROUGH

CAREERS OFFICER (2 posts)
SC 4/5/6/ £7,859-£10,647

Qualified Careers Officers will commence on Scale 5 £8,780 per annum. Careers Officers holding only Part I of the Diploma in Careers Guidance will commence on SC4 £7,859 and proceed to SC5 after satisfactory completion of Part II of the Course. Applicants must hold at least Part I of the Diploma in Careers Guidance.

POST 1
The appointee will be required to provide career guidance to school leavers, involvement of parents, planning careers education programmes, providing support to those on YTS and unemployed, canvass local employers to develop occupational knowledge and identify vacancies.

POST 2
The appointee will be required to provide career guidance equally between a school sited in the Inner Urban Area and with the long term unemployed as well as YTS trainees. Part of the school cover will include some work with special schools. This post is funded under Urban Aid.

APPLICATION FORMS, to be returned by 20th July, and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel. Bolton 391832). Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.
An Equal Opportunity Employer
(02664)

Senior Education Officer
GENERAL SERVICES
£21,120-£23,232

Applications are invited for this important third tier post in the County Education Department. Responsibilities include control of revenue and capital budgets, the departmental personnel function, development of sites and buildings, preparation for competitive tendering, and the introduction of modern technology.
Substantial and responsible managerial experience, preferably in local government, is more important than a particular professional discipline.

Further details and application forms are available from the Director of Education (DMH), Shire Hall, Shinfield Park, Reading RG2 9XE. Tel: Reading 875444 ext. 3424.

Closing date for applications 20th July
An Equal Opportunity Employer

Royal County of Berkshire

KIRKLEES An Equal Opportunity Employer
METROPOLITAN COUNCIL

Directorate of Educational Services

GENERAL EDUCATION INSPECTOR (Art and Design)
HT Group 9 £18,075-£19,587 (currently under review)
HQ Huddersfield

Applications are invited for this post from experienced, enthusiastic and well-qualified teachers to contribute to the work of a well-established team of inspectors.
A commitment to Art and Design in all phases of education is essential. The post will involve the successful candidate in monitoring Art and Design education at all levels, and in the active promotion of quality of experience in the visual arts.
The inspector will also have responsibility for the pastoral care of a group of schools in one area of Kirklees, and in assignments which entail a wide knowledge of current developments in education.
In both the general and subject roles a capacity to take initiatives will be valued equally with the ability to work willingly and effectively with others in the service and with other agencies as appropriate.
Application forms and further particulars (s.a.e. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this advertisement quoting job no. 6806.
(0000)

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.

HERTFORDSHIRE
Advisers for Primary Education (Soulbury HT8)

The authority is re-organising and increasing its advisory support for primary schools. It has just appointed a new County Adviser for Primary Education, and wishes to appoint four Advisers, each of whom will have responsibilities related to particular areas of the county.

Applicants should have substantial and successful experience at headship level (infant, junior, first, primary or middle) and additional experience of inter-school work such as contributions to INSET, curriculum development or evaluation.

The County Council offers an attractive recruitment incentive package.

Interviews will be held in September for appointments to commence on 1st January 1988. Further details and an application form can be obtained from the County Education Officer (reference AAN/51, Education Department, County Hall, Hertford SG13 8DF (telephone 0992 555827), and should be returned by 17th July 1987. Please quote reference TES4.
(40723)

Suffolk County Council

Education Department
PROFESSIONAL ASSISTANT
Southern Area Post No. E325
£12,519 – £13,506 per annum

Applications are invited for the post of Professional Assistant in the Southern Area Education Office in Ipswich.

This is an ideal opportunity for a teacher to enter administration in an education authority which has a national reputation for curriculum innovation and professional development. There is scope for participation in a wide range of educational issues, but the principal duties will include the administration of the 1980 and 1981 Education Acts, attending governing body meetings and preparing statistics.

Applications are sought from graduates with teaching experience who are sensitive, adaptable and willing to work hard.

A casual user car allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further details are available from the County Education Officer, St. Andrew House, County Hall, Ipswich IP4 1LJ (SAE please).

Closing date: 13 July 1987.
(40770)

INSPECTOR
For Nursery and Primary Education
c£22,000

Following the promotion of the present incumbent to a Senior Inspectorate Post in another authority, Cambridgeshire seeks an experienced and enthusiastic Inspector to complete its team of four Inspectors for the nursery and primary years.

In addition to phase specialism, the successful candidate will also have a generalist note and responsibility for a patch of schools in all phases.

Application forms and further details from Mrs. B. Rowlandson, Education Personnel, Castle Court, Shire Hall, Cambridge. Tel. 317920. Closing date 17th July 1987. Interviews will take place in September.

CAMBRIDGESHIRE
An Equal Opportunity Employer

INSPECTOR FOR ENGLISH

Applications are invited for this important post which offers considerable scope for an experienced, enthusiastic and well qualified teacher. Croydon is committed to providing all pupils with a well structured and clearly defined language curriculum. The inspector will inspect and report on both provision and attainment, and advise on future developments.

The post is suitable for those new to inspectorate work or for experienced inspectors and Advisers seeking a new challenge. Conditions of service are Soulbury and salary is in the range Head Teacher Group 8-10.

Tenable: 1st January 1988, or earlier if possible.

Further details and application form are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone 01-760 5460.

Closing date for applications 17th July.
(02630)

CROYDON EDUCATION

Cleveland County Council

EDUCATION DEPARTMENT
Professional Assistant
£12,882 – £13,890

Applicants must be honours graduates with successful teaching experience. This post is suitable for new entrants to educational administration.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available with the County area.

Application forms and further particulars are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel. 0642 248155, Ext. 2000), to whom completed forms should be returned by 20th July, 1987.

We are an equal opportunities employer. Job sharing arrangements will be considered and all applicants who have the support of the Disablement Resettlement Officer will be granted an interview.

(40768)

EDUCATION DEPARTMENT
TRAINEE CAREERS OFFICER
Ref. ED.124
£6,225-£7,503 p.a.

To undertake two months in-service training in a careers centre prior to joining a full-time course, starting September 1987, leading to the Diploma in Careers Guidance.
Applicants should possess Degree/Diploma in Higher Education or H.N.D./H.N.C. or Certificate of Education or Diploma in Municipal/Public Administration, together with at least one year's work experience preferably involving young people. Candidates aged 25 and over with considerable employment experience may be considered even though they do not possess any of the above qualifications.
The traineeship terminates at the end of the Diploma in Careers Guidance Course and there is no guarantee of a permanent Careers Officer post within the Authority.
Applications are particularly welcomed from Ethnic Minority Groups.
Last date for receipt of completed applications: 17th July 1987.
Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Darwall Street, Walsall WS1 1TP, quoting job title and reference number. Tel: Walsall 21241 ext. 3202.

Walsall
Metropolitan Borough Council
An Equal Opportunity Employer

ADMINISTRATION – LEA
continued

DERBYSHIRE
COUNTY COUNCIL
CAREERS OFFICER
Scale 5 part of the Careers Officers scale 4/5 £8,551 - £10,164).
Based at the Area Careers Office, New Beetwell Street, Chesterfield.
With special responsibility for advising the academically more able. The post is based at Chesterfield in the North East Derbyshire, Chesterfield and Bolsover area. Applicants should be experienced or equivalent and hold the Diploma in Careers Guidance.
A casual car user allowance is attached to the post.
CAREERS OFFICER
Scale 4/5/6 £7,311 - £10,164 with automatic progression to Scale 5 (£8,551) upon satisfactory completion of the probationary year. Based at Derby Careers Office.
Applicants should be graduates or equivalent and hold or expect to obtain the Diploma in Careers Guidance. A casual car user allowance is attached to the post.
For these two posts there is a scheme of financial assistance for approved staff including removal, lodging and relocation allowances.
Further details and forms of application may be obtained from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG. Tel: Matlock 3411. Ext. 6554.
Closing date - 17th July 1987.
The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin or disability. (11065) 480000

HARROW
EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER - INFORMATION/ADULTS
Salary: Scale 5 £10,251 - £10,902 pa inclusive (awaiting under review)
Harrow is a fast changing and developing Careers Service with a high commitment to equal opportunities, special needs and work with the unemployed. We offer help to a whole range of individuals from those in schools and colleges, adults who wish to retain or re-enter education.
The quality of our information provision is central to the quality of our service.
Applicants will need to be enthusiastic, qualified and experienced Careers Advisers with an interest in information work; adult guidance/information needs; and in developing and using information technology. You will lead a small team (but influence the whole service) in the coordination, creation and distribution of information. You will also have a small caseload of adult work (no more than 30%).
Current driving licence is required as an Essential Car User Allowance is attached to the post.
To close within 17 days of the appearance of this advertisement.
Further details and an application form available from Helen Bagley, Education Personnel, Civic Centre, Harrow, Middlesex HA1 2FX. Tel: 01-863 5611. Ext. 2308 quoting reference E22.07. (11336) 480000

HARROW
LONDON BOROUGH OF HARROW
CAREERS SERVICE
CAREERS ADVISERS
Salary: Scale 6 £10,251 - £10,902 pa inc. (Scale 5 £9,120 - £9,954 for probationary Careers Adviser)
Energetic and enthusiastic applicants are sought to join a fast changing and developing Careers Service which has a high commitment to equal opportunities special needs and work with the unemployed. Duties include the full range of work with school and college pupils, unemployed young people and trainees on the Youth Training Scheme. You will also be responsible for a particular aspect of the professional work of the service (probationary Careers Officer accepted) e.g. A level work, special needs, black and ethnic minorities.
Applicants should be qualified Careers Advisers (students completing Diploma in Careers Guidance courses will also be considered). A full driving licence and ownership of a car is also required as an Essential Car User allowance is attached to the post. An assisted car purchase scheme is available.
To close within 17 days of the appearance of the advertisement.
Further details and an application form available from Helen Bagley, Education Personnel, Civic Centre, Harrow, Middlesex HA1 2UW. Tel: 01-863 5611. Ext. 2308 quoting reference E22.09/10/11/15. (11339) 480000

HUMBERSIDE
EDUCATION DEPARTMENT
HULL CAREERS OFFICE
CAREERS OFFICER (0135S0)
Scale 4/5
£7,311 - £9,216 (minimum salary £8,551 for an officer with the Dip C G Part III)
To undertake group, individual guidance and placing work with young people. May specialise in work in educational establishments or work with YTS trainees, but all officers are involved in work with the unemployed and with employers. Officers in their probationary year are given sufficient experience necessary to meet the requirements of the Local Government Training Board.
Candidates should hold the Diploma in Careers Guidance, or be committed to a course of training for the Careers Service in Summer 1987.
To obtain application forms please write enclosing a stamped, addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley, N Humberside HU17 9BA. The closing date is 17 July 1987.
Humberside County Council is working towards Equal Opportunities. (38673) 480000

Administration General

P.E. AND SPORTS SCIENCE GRADUATES

Are you looking for a career in leisure and fitness with good management prospects?
If you are and have the commitment necessary for success, why not call Fitness For Industry - the expanding leisure company - for details on 01-748 7733. (38424) 500000

GLOUCESTERSHIRE
COLLEGE ADMINISTRATION
Cirencester
The Royal Agricultural College teaches a wide range of subjects to 600 students attending its own diploma courses and degree courses taught in conjunction with universities. Its attractive campus was first established in 1845 and it remains one of the largest independent bodies in higher education in Britain. Students attend from many parts of the world.
The post of College and Admissions Secretary has recently become vacant and we are seeking a skilled administrator able to handle people sympathetically. A university degree or experience of higher education and an interest in using computerised information systems are essential. Secretarial skills are valuable.
The Secretary is responsible for administering the marketing programmes of the College, shortlisting applications and admissions, preparing the annual College calendar of events and assisting the general secretariat and office services. There is frequent contact with universities and Government offices, parents, candidates, staff and students.
Please send curriculum vitae c.o. The Bursar and Registrar, Royal Agricultural College, Cirencester, Glos, GL7 6JS. (11134) 500000

WELSH HEALTH PROMOTION AUTHORITY
EDUCATION AND TRAINING OFFICER
Salary Scale: £9,670 to £11,884 per annum
Applications are invited for the above-mentioned post from persons with practical experience of organisation training and teaching contexts.
The person appointed will be required to create an educational and training programme for the Welsh AIDS Campaign and to work as part of the Campaign Team.
Applicants should have a suitable level of education, e.g. to degree level or equivalent, but a specific prior knowledge of AIDS is not a pre-requisite.
Application forms and job description are available from: Personnel Department, Welsh Health Common Services Authority, Heron House, 35/43 Newport Road, Cardiff CF2 1SB.
Tel: Cardiff 471254, Ext. 2138.
Closing Date: 10 July 1987. (38477) 500000

WEST MIDLANDS
BRITISH SPORTS ASSOCIATION FOR THE DISABLED (1987)
Full-time Development Officer required for BSAD's West Midlands Region. Applications welcome from persons who are self-motivating, competent administrators with genuine interest in sport, physical education and people with a disability. Salary on the scale £5,330 to £8,455 subject to negotiation.
Details and an application form from Director of Resources and Administration, BSAD, Hayward House, Barnard Crescent, Aylesbury, Bucks. HP21 8PP. Closing date for completed application forms by 31 July 1987. (41390) 500000

The Chartered Institute of Bankers
ASSISTANT SECRETARY (Tuition)

The Institute wishes to appoint an Assistant Secretary initially to develop aspects of its qualifications work, particularly the improvement of tuition for its examinations.
This is a career opportunity in a large and expanding professional body with a current membership of over 125,000. The Institute's purpose is to help bankers with their personal development at all stages of their careers, and in its qualifications work it already has an excellent reputation for its relationships with colleges and teachers.
Applicants should be graduates; ACIBs or equivalent, with good experience of administration and the ability to communicate effectively with a wide range of people. Knowledge of professional education and banking/finance will be a distinct advantage.
Starting salary according to experience, but at least £20,000 including London allowance. Benefits include subsidised lunch facility, contributory pension scheme; housing loan and possibility of car after qualifying period.
Applications marked 'Personal' to Eric Glover, Secretary-General, The Chartered Institute of Bankers, 10 Lombard Street, London EC3V 9AS. Tel: 01-623 3531, by 31 July 1987.

Suffolk County Council

Education Department
WESTERN AREA CAREERS OFFICE
CAREERS OFFICERS
POST NOS. E413, E450
£7311 - £9216 PER ANNUM
(SALARY UNDER REVIEW)

Applications are invited from suitably qualified candidates to join the team of Careers Officers based in the Western Area Careers Office, Bury St Edmunds. The Careers Service enjoys good contacts with employers and is consolidating its linking role between schools, colleges, managing agents and employers.
Applicants should hold the Diploma in Careers Guidance and the postholders will be required to undertake the full range of a Careers Officer's duties.
The posts carry an essential car user allowance and therefore a full driving licence and ownership of a car are necessary. Schemes of assisted car purchase and relocation expenses are available.
Application forms and further details of both posts are available from the Western Area Education Officer, Shire Hall, Bury St Edmunds, IP33 1RX (SAE please). Informal enquiries may be addressed to David Ayrton, Area Careers Officer, on (0284) 68493.
Closing date: 13 July 1987.
(02883)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.
TEMPORARY TEACHER
(SPECIAL UNIT)

Salary: Burnham Scale 1 + £1,272 per annum Community Homes Allowance + £2,949 per annum Extraneous Duty allowance plus £387 per annum Special Unit Allowance.
Required at Redbank CHE, Newton-le-Willows, Merseyside, WA12 8EA.
Qualifications: Teachers Certificate and residential experience desired.
General Special Teacher required in this highly specialised unit, accommodating 26 adolescent boys whose personal difficulties and complex behaviour require therapeutic care and individual treatment within secure facilities.
Ability to offer a programme developing social and interpersonal skills would be a distinct advantage as would previous experience of residential work with problem youngsters. This is a two year temporary appointment commencing 1st October, 1987, covering for a teacher undertaking further qualifications. Single or married accommodation may be available on a temporary basis at a rental to be assessed.
Informal enquiries may be made by contacting the Headmaster Mr L Jackson at the telephone number quoted below.
Application forms and further details from the Principal at Redbank, Winwick Road, Newton-le-Willows, Merseyside, Newton-le-Willows (09252) 4621.
Closing date: 10th July 1987.

EDUCATION DEPARTMENT
CAREERS SERVICE
TEAM LEADER
NORTH EAST AREA BASED AT CRAWLEY CAREERS OFFICE
Salary: SO1 - £11,079-£11,895 plus London Fringe Allowance.

Within the newly restructured Careers Service, a vacancy exists for a Team leader, based at Crawley, covering the North Eastern team.
The team leader is accountable directly to a Divisional Careers Officer and is responsible for the day to day management of the Local Careers Service. They are also expected to possess skills which will encourage staff to work effectively as a team, to enable as efficient a service as possible to be provided to the wide range of clients who use the Careers Service.
Applicants will be expected to hold the Diploma in Careers Guidance and have experience as a Careers Officer. Other skills, such as effective communication and the ability to motivate staff, will be of equal importance for this challenging post.
Assistance with removal and resettlement expenses may be given. Appropriate car allowance will be given.
Application forms and further details available from the Director of Education, Personnel Section, County Hall, Chichester, West Sussex PO19 1RF (s.a.e. please) or telephone Mrs Carol Vigor on Chichester 777763.
Closing date: 17th July, 1987.
(11004)

west sussex

Educational Psychologists

SHEFFIELD
SHEFFIELD COUNCIL
EDUCATIONAL PSYCHOLOGIST
Scale: QT. 3 - HT. Group 7
£13,608 - £17,148
We required a fully qualified person to join our Primary Team, in our newly reorganised psychological Service. The postholder will work with other psychologists to provide a broad ranging service to a group of primary schools, and specified special schools. As well as the usual consultative and assessment role we are keen to promote in-school project developments.
Application forms and further details from The Chief Education Officer, Personnel Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ. Tel: 0743 734764. Closing date 17th July.
We particularly welcome applications from women, black people and people with disabilities for all our posts.
(38725) 560000

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and is anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.
WHITEFIELD SCHOOL AND CENTRE
Mardonald Road, London E17
Head: Mr. J. Turner
ASSESSMENT TEACHER/PSYCHOLOGIST SCALE 2(a) plus Outer London Allowance)
A fourth member is required for the busy Assessment Department at this large special school which has four separate departments catering for students with Moderate Learning Difficulties, Specific Behaviour & Communication Difficulties and Deaf/Blind Students. The school also has a large observation and assessment nursery. You must be familiar with a wide variety of diagnostic measures, both standardised and criterion-referenced, to be used as a major contribution to the school's review procedures. This entails assessment of a student's potential identification of specific learning difficulties, preparation of attainment profiles and guidance in educational and behavioural programme planning and evaluation. Ability to work as part of a multi-disciplinary team is essential.
To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.
Applications are sought from qualified educational psychologists for this interesting and demanding post.
Contact Headmaster for application form and further details.
Ref: 913/813.
(38289) 560000

PLEASE MENTION THE T.E.S. when replying to advertisements

Examiners

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS
EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

Applications are invited for the following appointments for the June 1988 and subsequent examinations:

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS
ASSESSORS, VISITING ASSESSORS AND ASSISTANT EXAMINERS
HOME ECONOMICS: FOOD

GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION
ASSESSORS

Biology — History, Syllabuses A&B
English — Religious Studies

Applicants should be graduates or hold appropriate qualifications and should be under 45 with three years recent teaching experience. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 28th July 1987.

Details from: The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1 5DN. 02856

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

Applications are invited from practising teachers in school and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

1988 GCE Advanced Level
Chief Examiner in
Film Studies

GCSE
Chief Examiner in
Mathematics (Extension Paper)

Assistant Examiners in
English*
Mathematics*

1989 GCE Advanced Level
Chief Examiner in
Mathematics (Mechanics)

GCSE
Chief Examiner in
Mathematics (Paper 2 in a four-in-line scheme)

* It is not necessary for Assistant Examiners already appointed by the Committee for current examinations to apply.

Further particulars and applications to be returned by 31 July 1987 may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations. (02866)

LONDON & EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS
East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS AND VISITING ASSESSORS

Applications are invited for appointments for the 1988 examinations in the subjects listed below.

An Assistant Examiner is responsible for marking of scripts.

An Assessor is responsible for the moderation of marks initially awarded by the candidate's own teachers for Projects, Coursework, etc. The work will be submitted to the Assessor by post.

A Visiting Assessor will make visits to Examination Centres to moderate the marks initially awarded by the candidates' own teachers for Practical Work, Coursework, etc. and which, by its nature, must be inspected at the Centre.

ASSISTANT EXAMINERS are required for:

Accounting, Arithmetic, British Government and Politics, Business Studies, Commerce, Computer Studies, Environmental Studies, Home Economics: Child Development, Kent Mathematics Project, Mathematics, Mathematics (SMP), Office Technology and Communications, Science (Biol, Chem, Phys.), Science M (Modular), Science N, Social Studies, Sociology.

ASSESSORS are required for:

Accounting, Arithmetic, British Government and Politics, Business Studies, Commerce, Computer Studies, Environmental Studies, Kent Mathematics Project, Mathematics, Office Technology and Communications, Science (Biol, Chem, Phys.), Science M (Modular), Science N, Social Studies, Sociology, Statistics.

VISITING ASSESSORS are required for:

Art and Design, Building Studies.

Further details and application forms may be obtained from The Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

Please state the post or posts in which you are interested. The closing date for the receipt of all applications is 24 July 1987. (11575) 600000

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the post of MODERATOR for MODULES I to IX of the CERTIFICATE and DIPLOMA IN RECRUITMENT PRACTICE: Recruitment Practice - Recruitment Interviewing - General Recruitment Law - Employment Agency Law - Introduction to Counselling - Recruitment Advertising - Law, Finance and Marketing - Organisation and Management - Principles of Selection Testing and Assessment for the June 1988 examination.

Applicants should have an appropriate degree or equivalent qualification and relevant teaching or professional experience. Examining experiences would be an advantage.

Further details and application forms may be obtained from Mrs J. Norris, The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ. Tel: Guildford (0483) 506506, Ext. 8301 to whom completed forms should be returned no later than three weeks from the appearance of this advertisement. (41297) 600000

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the post of ASSISTANT CHIEF EXAMINER for MODULE VIII of the DIPLOMA IN RECRUITMENT PRACTICE: ORGANISATION and MANAGEMENT (Written Paper). The post involves setting and marking the June 1988 examination.

Applicants should have an appropriate degree or equivalent qualification and teaching or professional experience in this subject. Examining experience would be an advantage.

Further details and application forms may be obtained from Mrs J. Norris, Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ. Tel: Guildford (0483) 506506, Ext. 8301. Completed forms should be returned no later than three weeks from the appearance of this advertisement. (41298) 600000

Miscellaneous

PROFESSIONAL SKILLS for new employment. 'Private Tuition Handbook': From Teaching Jig to Business Careers in TV - £2.25 each; all three £5.95. Dept 9, Hamilton House Publishing, Brixworth, Northampton. Access phone 0604 881885. (04155) 660000

WANTED 12TH JULY OR 19TH, for 5 days good teacher of Spanish for one adult student. Residence + fee £180. 04048569). (38489) 660000

1 2 3 DAYS THAT COULD CHANGE THE REST OF YOUR LIFE.

If you do not know where you are going you could end up going nowhere at all.

As leaders in the field of career counselling we know just how easily this can happen. For 30 years we have been helping professional people to achieve their personal career objectives and ambitions.

Experience has taught us that by identifying and maximising on individual 'strengths' people can *and* do achieve success.

If you feel locked into your present position and cannot see a way to progress in Education and are ready to consider other career alternatives – now is the time to act.

During August Chusid Lander will be running 3 day career seminars in London, Birmingham and Manchester specifically designed for the needs of the teaching profession. For further information, please telephone your nearest office.

021-643 8102
10th Floor, The Rotunda, New Street, Birmingham B2 4PA.
01-580 6771
35-37 Fitzroy Street, London W1P 5AE
061-228 0089
Sunley Tower, Piccadilly Plaza, Manchester M1 4BT.

CHUSID LANDER

ASSOCIATED EXAMINING BOARD
UNIVERSITY OF OXFORD
DELEGACY OF LOCAL EXAMINATIONS
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD
WELSH JOINT EDUCATION COMMITTEE

General Certificate of Education Advanced Supplementary Level
Applications are invited for the following appointments:

Chief Examiners June 1989
Mathematics with Applications (Written)
Mathematics with Applications (Coursework)

Applicants should be graduate or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 21 July 1987.

Details from: The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. 00393

Senior Training Advisers

£12,310-£15,305

The MSC develops and promotes a wide range of adult and youth training programmes which play a major part in national manpower strategy.

As a Senior Training Adviser, you would have a pivotal role in direct liaison with the senior managerial and professional levels of public and private organisations. Your portfolio is likely to be extremely broad and may include: curriculum development, assessment systems, standard establishment — key factors which influence the effectiveness of training practice in any area within the organisation.

You should possess professional or other qualifications; a degree would be an advantage. Much more important, however, is your professional experience of training/education, training development or training methods in the industrial, commercial or public sectors.

There are posts in the Head Office, Sheffield and regional posts in the North, Yorkshire and Humberside, South West and in London. Further vacancies may arise in the Midlands and South East.

Salary within the range quoted with further increases agreed in scale maxima to £16,465 from 1 April 1988. Starting salary may be above the minimum. Posts in London attract up to £1465 London Weighting (under review).

For further details and an application form (to be returned by 24 July 1987) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468561 (answering service operates outside office hours). Please quote ref: G/7255.

The Manpower Services Commission is an equal opportunity employer and is firmly committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

Manpower Services

MSC

PLEASE MENTION THE T.E.S. when replying to advertisements

MISCELLANEOUS continued

A flair for motivating and training others?

Redland Roof Tiles is the principal manufacturer of pitched roofing materials, with an impressive presence throughout the UK.

We are currently seeking a Sales Trainer who will be based at our Training Centre in Gloucestershire. Reporting to the Sales Training Manager, you will be involved in originating and implementing training courses for both Redland and our customers. This embraces both "conference room" and practical training covering all aspects from estimating to product application.

A knowledge of the roofing or building industry is essential – although thorough training will be given on our own product range.

In addition we are looking for someone who can bring a fresh and creative approach.

If you are a highly motivated individual with good interpersonal skills, write with brief career details to Mr. David Wilcox, Personnel Manager, Redland Tiles Ltd., Castle Court, Reigate, Surrey RH2 0IT.

Redland ROOF TILES

Junior Drama Workshop Leaders

HTV – independent television contractor for Wales and the West of England – is looking for two highly qualified and experienced people to run the exciting new drama workshops for young people which will be launched later this year by Peter Murphy, Head of Children's Programmes, who is developing the project for the Company.

Candidates should be qualified drama specialists with extensive experience in teaching drama and theatre skills to young people aged between 8 and 15. Both posts will start in the autumn on an initial one-year contract. One of the posts will be based in Cardiff, the other in Bristol.

Further details will be sent to those applicants invited for interview during July and August.

Candidates should apply in writing by sending a detailed and current CV to the Personnel Manager, HTV Limited, Culverhouse Cross, Cardiff CF5 6XJ.

Closing date for applications – Monday 13th July 1987.

We are an equal opportunities employer and we welcome all applications irrespective of sex, ethnic origin, disability or marital status.

HTV

H.E.R.E Co-ordinator

H.E.R.E. is an organisation founded to assist in bringing companies and associations educational material and services to teachers and lecturers in schools and colleges.

The Co-ordinator's job requires a professional with a knowledge of education, home economics, exhibitions, publishing and basic marketing techniques.

This is a freelance or self employed position. Applicants must be able to demonstrate specific relevant job experience. Preferred age 35-45.

Apply in writing with full C.V. to:
Anne Dare,
C/o Bliss Lancaster Plc,
180 Wardour Street,
London
W1V 3AA
(40771)

Halcyon Neighbourhood Centre

Co-ordinator

Do you have the commitment and skills to work with a team of volunteer residents?
Local residents have initiated an advice service, welfare rights, a magazine, and projects working with the youth and elderly on the North Prospect Estate of Plymouth.
The Centre is based in the local Methodist Church which is awaiting renovation. It has its own management committee whose membership reflects the partnership between local residents, NCH and the local Methodist Church.
The salary is £9,215. Funding is for a 5 year period, subject to review.
If you hold a Community Development or relevant qualification, are energetic, have a commonsense approach, and an enduring sense of humour, contact Gwyan Fasllett on (0752) 669609 or write to: NCH Plymouth Sub Office, St Johns Bridge Road, Cattedown, Plymouth PL4 0AJ.
NCH is a Christian based organisation.
Closing date: 24th July 1987.

NCH

Training in Industry

Enjoy the rewards and resources your professional skills deserve

The professional skills you already demonstrate as a teacher are ideally suited to a training role in the construction industry.

Well developed communication and presentation skills for instance; the ability to administer, co-ordinate and counsel; and a flair for working on your own initiative.

We will support your skills with sophisticated training resources - including advanced video technology, computer based learning packages, external courses and efficient administrative back-up. For our commitment to the training and development of our staff is total and is reflected in our status as Europe's leading construction Group.

If you are aged 25-30 and equipped with the confidence and credibility to influence others, you could be just a short step from one of the following training roles.

Training Technologist

After a comprehensive introduction to the full range of our activities, you'll support our Training Officers in the field by identifying specific training needs and designing in-company courses to meet those needs. This will involve originating relevant and imaginative course material as well as lecturing.

You will be based in our Headquarters in West London.

Staff Training and Development Officer

Your close involvement in staff training will encompass everything from recruitment to management development. Formulating long-term training strategies in conjunction with the Regional Managers and Directors of our individual business units, you will also identify training and development needs and devise and implement appropriate in-company courses. Following a brief induction at our Head Office you will take responsibility for training in one of our regional areas.

We'll reward your ability with a highly competitive salary and generous benefits which will include, as you progress, a company car.

If you'd like to experience the scope and variety of our training operation, promote the development of people and progress within a department which ensures our human resources meet the demands of the future, please write for an application form or send a CV to Mike O'Reilly, Director of Training and Development, Wimpey Group Services Ltd., 27 Hammersmith Grove, London W6 7EN.

WIMPEY GROUP SERVICES

Leisure Services Museum Service for Schools

£10,569 – £12,297 p.a. Scale SO1/2
(Pay Award Pending)

A Schools Liaison Officer is required to manage the section of the Museum and Art Gallery responsible for lending museum objects, pictures, models and replicas to schools and colleges, etc. in Berkshire. There is also a thriving Museum club for children on Saturday mornings.

A Museum Diploma or teaching qualification followed by at least two years' experience in similar work is essential.

Applications from people with disabilities, who meet job requirements, are welcomed over and above our commitment to equal opportunities for all.

Closing date: 31st July, 1987.

Reading Borough Council is an equal opportunity employer.

Child care facilities are provided. Generous relocation assistance, to the Reading area, is available.

Application forms and further details from Personnel Services, Level 6, Civic Offices, Reading RG1 7TD. Telephone: Reading (0734) 55911, extn. 2032. (02837)

Reading BOROUGH COUNCIL

MISCELLANEOUS
continued

AGENT WANTED IN IRELAND

We are suppliers of Material for the CPC in Road Transport operations. We require a teacher with an interest in lecturing on some of the incorporated subjects during the period 18-24 Sept. 1987 etc. The same person would need to be our agent handling telephone enquiries and bookings in Ireland on a continuous basis.

Friendberry Ltd., Stogumber, Taunton, Somerset TA4 3TP. Tel: 098456 310. (38742) 660000

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT PERIPATETIC INSTRUMENTAL SERVICE
Re-advertisement
Required for September, 1987, or as soon as possible thereafter:-
Suitably qualified teachers for:-
Woodwind (Oboe preferred), Violin/Viola, Cello/Double Bass.
Scale 2 available for qualified and suitably experienced teacher.
The peripatetic team operates in Primary and Secondary Schools. There will be opportunity to coach at L.E.A. Music Centres. Concerts to schools are a regular feature.
Driving licence preferred. Casual car mileage payable.
This is a re-advertisement and previous applicants will be considered without re-applying.
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned by 17th July, 1987. (11566) 670000

COURTLANDS CENTRE Biology and Geography Field Courses for A level and GCSE. Field Work for primary, and TVEI and YTS Courses. Adventure Courses. Canoe, sail, climb, cave, waterski, ride, assault course, and more. Integrated with field work if desired. Tailor made courses. Also Family and Childrens Adventure Holidays, July/August. Contact: The Director, Courtlands Centre, Nr. Kingsbridge, S. Devon TQ7 4BN. Tel: 0548 550227. (08496) 680000

SUSSEX
HINDLEAP WARREN
Applicants are invited for:-
A) Outdoor Educational Instructor - main discipline qualifications required.
Salary £7,105 - £8,441. Start date - as soon as possible.
B) Environmental Studies Instructor with experience and an enthusiasm for Acclimatization/Earth Education approach plus some experience in outdoor pusuits.
Salary £7,105 - £8,441. Start date 1st September.
All posts require applicants to be dynamic people able to relate quickly to a broad age range, and able to handle the very full and committing responsibilities of working with young people residentially. The applicants should be able to adapt to a wide ability grouping and be equipped to give a sensitive and firm counselling when necessary.
Free accommodation is available for single staff. Applicants should be over 21 and hold a clean drivers licence.
Further information from: The Warden (Julian Saxty), Hindleap Warren RH18 5JS. Tel: Forest Row (034282) 2625. (38464) 680000

DORSET
TEFL TRAINING COURSES
ANGLO-CONTINENTAL
Bournemouth
Offers RSA CERT. TEFL (formerly RSA Prep. Cert. TEFL).
21 September 1987 - 4 weeks Full-Time.
2 November 1987 - 4 weeks Full-Time.
RSA DIP. TEFL (formerly RSA Cert. TEFL).
5 October 1987 - 28 weeks Part-Time.
Details (large SAE please) from The Director of Studies, Anglo-Continental Teacher Training Centre, 29-35 Wimborne Road, Bournemouth BH2 6NA. Tel: 0202 27414, Ext. 281. (38663) 700000

EFL TEACHERS
15 OR 20 LESSONS WEEKLY
Applications are invited from teachers with minimum 3 years TEFL experience and RSA Prep. Cert. (B). Preferably with experience in teaching Executive English.
Applications in writing to: EFL Teachers, The Principal, St Giles College, Westminster, 16 Northumberland Avenue, Trafalgar Square, London WC2N 5AP. Tel: 01-930 5743. (39815) 700000

KENT
Living Language Centre requires residential E.F.L. teachers for 2 week junior course in July.
Full board and accommodation provided.
Apply with full C.V. to: Living Language Centre, Highcliffe House, Clifton Gardens, Folkestone, Kent CT20 2EF. Tel: 0303 58536. (38490) 700000

SOUTHERN FRANCE - teacher required for Summer School for 4 weeks in August. Fluent French and sporting ability essential. Application with CV and two referees to P.T.A. Parker, Howell's School, Denbigh, Clwyd LL16 3EN. (38708) 700000

THE ENGLISH INSTITUTE requires EFL Teachers for London summer courses starting July 1987, and/or teaching positions for Strasbourg and Nancy starting September 1987. Apply C. Poust, 11 Bearsted Drive, Pitsea, Essex SS13 2NJ. (38497) 700000

SHEFFIELD
SHEFFIELD COUNCIL
SHEFFIELD UNIFIED MULTI-CULTURAL EDUCATION SERVICE
Sheffield Unified Multi-Cultural Education Service (SUMES) is the Authority's attempt to improve educational provision to the City's black population via Section 11 funding. The main aims of the service are to directly support black children, help the LEA develop appropriate policies in this regard and appropriately refocus some of the existing resources. It is managed overall by an Assistant Education Officer, and we are in the process of appointing the first batch of posts approved by the Home Office. By 1989 we expect the service to be made up of one-hundred-and-twenty professionals.
BILINGUAL TEACHER OF ENGLISH AS A SECOND LANGAUGE
PARK HOUSE SCHOOL - Scale 1
A temporary bilingual teacher in Punjabi/Urdu/Bengali is required for one year to provide support for children in the mainstream classroom. This vacancy arises because of a secondment.
Application forms and further details from the Chief Education Officer (Teacher's Division), PO Box 67, Leopold Street, Sheffield S1 1RJ. Tel: 0742 735764 to whom completed forms should be returned by 13th July.
Sheffield Council is an Equal Opportunity Employer. (38500) 710000

TEACHER/LECTURER (B.Ed., M.Ed.) expertise in curriculum development/distance learning/teacher education seeks challenging post for East/Pacific accompanied by single status considered. Apply Box 00778, Priory House, St John's Lane, EC1M 4BX. (40973) 720000

TRAINED GRADUATE seeks early PT/FT teaching chance, return from industry. Exp. Sciences, Fieldwork, Maths, Electronics, ex-curricular. Small/med. School - Wattle, 11 Worcr. Rd., Malvern WR14 4QY. (11135) 720000

Peripatetic Posts

LANCASHIRE COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
INSTRUMENTAL MUSIC TEACHING SERVICE
WEST LANCASHIRE REGIONAL MUSIC SCHOOL
Blackpool
(Region 2)
PERIPATETIC TEACHER OF WOODWIND INSTRUMENTS
Salary: Scale I
Required from 1st September, 1987 to teach in Primary and Secondary Schools in the Blackpool area. Must have a full current driving licence.
For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.
Closing date: 16th July, 1987. (38808) 670000

Outdoor Education

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION
WATH COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1555 on roll. Approx. 211 in 6th form.
Required for September, 1987
ASSISTANT TEACHER - SCALE I
Required for Outdoor Pursuits. The successful candidate will have good organisational skills, be capable of working on their own and continue to develop a thriving programme.
Closing date: as soon as possible.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Sandygate, Wath upon Dearne, Rotherham S63 7NW. Tel: Rotherham 872258 from whom further information can be obtained.
G. Crane, Director of Personnel Resources. (11132) 680000

English as a Foreign Language

EAST SUSSEX
MEADS SCHOOL OF ENGLISH Graduates with recognised TEFL qualifications and experience required for summer courses in July and August (Adults and Juniors). Good salary.
Please phone and ask to speak to the Principal. Tel: (0323) 34335/6 or 506205 evenings. Alternatively write to 2 Old Orchard Road, Eastbourne, East Sussex BN21 1DB. (39978) 700000

Appointments Wanted

BIOLOGY TEACHER 10 years experience in West Africa, seeks position. Write TES 00779, Priory House, St John's Lane, EC1M 4BX. (38767) 720000

SPANISH graduate (woman 24) with teacher training, fluent English, excellent recommendations seeks post as Assistant. John Galleymore, 24 High Street, Portsmouth PO1 2LS. Tel: 0705 824095. (03019) 720000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)
A Practical and thorough one week introduction to Teaching English as a Foreign Language from Pilgrims, the TEFL pioneers.
Courses are held throughout the summer at the University of Kent at Canterbury.
Phone or write to: Terry Edwards, Pilgrims Teachers Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: (0227) 455486. (06149) 760000

A STUDIO IN TEXTILE CRAFTS offering short courses in spinning, weaving, embroidery, quilting, patchwork, tatting. For details SAE to Justine Carhart, 3 Harcourt Drive, Harrogate HG1 5AB. (11382) 760000

English as a Second Language

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY VALE MULTI-CULTURAL SUPPORT CENTRE
C/O ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks
Required for September 1987, or as soon as possible, a peripatetic Support Teacher to join the team based at the newly appointed Resource Centre and working with bilingual pupils whose first language is not English.
An RSA, TESL or similar qualification will be an advantage for this post. This is a peripatetic post and casual car user allowance will be paid. Scale 2 (Section 11 funded) for suitably qualified candidates.
Application form (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.
CLOSING DATE: 16.7.87. (38593) 710000

DERBYSHIRE
COUNTY COUNCIL
Please see our display advertisement under Secondary posts. (11588) 710000

MERTON
LONDON BOROUGH OF MERTON
TEACHERS FOR ETHNIC MINORITY NEEDS
Scale 2 (+ Inner London Weighting)
Applications are invited from suitably qualified Teachers for specifically designated posts created to address the needs of New Commonwealth pupils in accordance with the requirements of Section 11 of the Local Government Act, 1966.
Teachers appointed from September, 1987 will play a key role in implementing the Local Authorities policies relating to equal opportunities and multi-cultural education.
Application forms and further details from The Director of Education and Recreation, Crown House, London Road, Morden, Surrey SM4 5DX. Tel: 01-545 3364.
Closing date: A.S.A.P.
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits. 710000

FINANCIAL SERVICES—COMMITTED TO YOUR FUTURE—FINANCIAL SERVICES

If the Teaching Profession doesn't recognise your talents, Providence Capitol will.

Although you may be disillusioned with one career, there's no need to despair. In fact, there's a world of truth in that old cliché about one door opening as another one shuts.

One particular door of opportunity is wide open to people with a background in education. Ours.

The communications skills you have developed over the years could prove invaluable at Providence Capitol. (Part of a group with assets over £300 million).

As a Providence Capitol Associate, you can anticipate earning around £20,000 a year when fully trained. After that, the sky is the limit.

The Financial Services Act has transformed the financial world. Professional standards are rigorously maintained by all the major companies; and here at Providence Capitol we go to great lengths to provide our Associates with total marketing support.

What kind of career can you expect? Is there job satisfaction? How practical is the training? What about earnings and future prospects? Find out by arranging an informal interview. Please ring 01-749 9111 between 10am and 6pm, and ask for Philip Martin.

Providence Capitol Life Assurance Company Limited
Providence House,
30 Uxbridge Road,
London, W12 8PG.

PROVIDENCE CAPITOL

COMMITTED TO YOUR FUTURE—FINANCIAL SERVICES—COMMITTED TO YOUR FUTURE

THE EAST YORKSHIRE BOROUGH OF BEVERLEY

KING GEORGE V PLAYING FIELDS – COTTINGHAM PAVILION

Full Time Sports/Playleader in Charge
Scale 3/4 (£6,951 – £8,559)

Applications are invited for the above post.

The pavilion has been designed to accommodate children's sports and play activities and when it is not in use by teams using the outdoor playing fields.

The leader will be required to organise control a wide range of sports and play activities for young persons in the 5-14 age range. The post involves considerable evening work in term time periods and applicants should already have had experience of working with children. The possession of an appropriate qualification would be a considerable advantage.

Further details of the post are available from the Haltemprice Sports Centre Tel: (0482) 650217.

The council offers assistance with removal and relocation expenses and a lodging allowance, where appropriate. Accomodation may be available for a temporary period.

Applicants should state any relationship to a member of or officer of the Council. Canvassing disqualifies.

Applications (quoting Ref SA30) stating age, qualifications and experience together with the names and addresses of two referees should reach the Chief Executive at The Hall, Lairgate, Beverley HU17 8HL by 13th July 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

THE CENTRAL COUNCIL OF PHYSICAL RECREATION

The Central Council of Physical Recreation, the national association of governing bodies of sport and recreation, requires a

Technical Officer

with experience and knowledge in the teaching and administration of camping, walking and navigation and a range of outdoor pursuits to play an important role in the promotion and development of the CCPR's Basic Expedition Training Award.

The post will include lecturing, committee work and meetings with senior officials and will require not only experience, enthusiasm and initiative, but also a general interest in sport.

The Basic Expedition Training Award is part of the CCPR's Community Sports Leaders Award Scheme which is organised in cooperation with member governing bodies of sport and recreation and other national agencies.

The officer appointed will be based in London but will travel throughout the country and will be responsible to the CCPR's Senior Technical Officer for the effective implementation of the Award.

Salary and conditions of service will be attractive and will reflect the importance attached to the Community Sports Leaders Award Scheme by the Executive Committee of the CCPR.

Car or travel allowance will be provided.

Application form and further information from: The General Secretary, CCPR, Francis House, Francis Street, LONDON SW1P 1DE.

EDUCATION COURSES
continued

A TASTE OF TEFL IN A WEEKEND?

Have you thought about teaching English as a foreign language? Too busy to spare a week or a month to find out about TEFL?

'A TASTE of TEFL' provides an intensive weekend introduction to aspects of the theory and methods of TEFL and to the RSA Certificate in TEFLA.

Courses run from Friday evenings to Sunday afternoons.

You don't need to be qualified teacher. You don't need to have a degree in English or Languages.

For information write or telephone: ANGLOSCHOOL (recognised by the British Council) Teacher Training Institute, 146 Church Road, London SE19 2NT. Tel: 01-653 7285. (38451) 760000

LINGUARAMA

THINKING OF TEACHING ENGLISH ABROAD?

Linguarama offers one week introductory courses to Teaching English as a Foreign Language. Ideal for those thinking of entering the profession or those wanting an introduction to T.E.F.L. Courses run throughout the year in London, Birmingham, Manchester, Winchester and Canterbury. Career opportunities also exist in Linguarama's 40 schools World-wide.

Please send SAE to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG. (39427) 760000

MULTILINGUA TEFL COURSES

One-week intensive courses, to give a through introduction to the practical techniques of teaching English as a foreign language. Contacts abroad, Multilingua trainees teaching all over the world.

Please contact: Multilingua, 8 Hall Ings, Bradford BD1 1DU. Tel: 0274 735714. (39219) 760000

THE PRACTICE OF EDUCATION

A 1 year course, beginning October, near Victoria Station, Tuesday & Thursday, 6.30 - 8.30 p.m.

Of interest to any teacher wishing to improve his or her practical ability through thinking what he or she is doing and why.

Two small groups. Discussion method. Fee £20 per term, payable to Shelter.

Write Box No. TES 00776, Priory House, St John's Lane, EC1M 4BX for further details. (38601) 760000

Tuition

HOME TUTORS Required throughout Great Britain. Personal Tutors (T.E.S.), Cheadle House, Cheadle, Ches. Tel: 061-428 2285 (24 hours). (15520) 770000

TUTOR IN GERMAN LANGUAGE with current experience in preparing pupils for G.C.S.E. exams required 2 hours weekly. SW19 area. Write Box TES 00780, Priory House, St John's Lane, EC1M 4BX. (11407) 770000

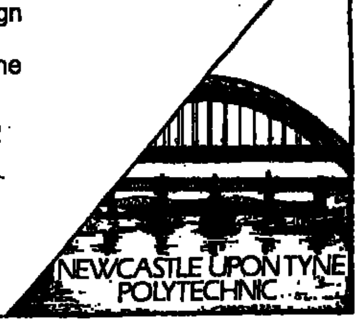
RETRAIN TO CDT
through
INDUSTRIAL DESIGN

A unique one year course for qualified teachers who wish to re-train to teach in the area of CDT. It offers a flexible approach to study through being closely linked to existing honours degree courses in Industrial Design.

For further details contact:
P. Roberts MA Cert Ed
Department of Design
Squires Building
Newcastle upon Tyne
NE1 8ST

Tel. 091 - 232 6002
Quoting ref: TES

DESIGN ON TYNE



NEWCASTLE UPON TYNE POLYTECHNIC

REQUIRED: FOR MARCH 1988: A teacher to accompany a family who will be travelling in a mobile home throughout Europe for a period of one year, to act as a tutor for a nine year old boy and as a general helper. For further details and an application form send S.A.E. to Box TES 00770, Priory House, St John's Lane, EC1M 4BX. (39917) 770000

Personal Announcements

100% MORTGAGES and remortgages through major Building Societies. Up to 3¾ X joint incomes. HOMETOWN (Licensed Credit Brokers) 01-446 5451. (08458) 800000

Pironga Diaries for the Educational Year
Write or phone for full colour descriptive leaflet
Pironga Limited
Newton Abbot-Devon-TQ12 6NA
- Phone Newton Abbot (0626) 62655

ESCAPE FROM TEACHING!
'They Escaped!' survey tells how: £2.50 post free. 'Getting Another Job' guide to help you escape: £4.50 post free (money back guarantee on both). Join 'THE ESCAPE COMMITTEE' – Free details: Weavers Press Publishing, (TES), FREEPOST, Cranbrook, Kent, TN17 1BR.

A TEACHER'S COMPANION To report writing. Find appropriate comments among 700 for report and record card profiles in 'Triggers', Freepost, Bridport, Dorset DT6 3BR £2-50. (43791) 800000

AGENTS required to advise on mortgages and investments. Good Commissions. Please ring 0532 694148. (40958) 800000

PERSONAL LOANS up to £5,000. Mason & Wood Limited, 38 Mosley Street, Newcastle-upon-Tyne, 24 hours, Tel: 091-232 0705. South of England office, Tel: Woking (04862) 27109. Written quotations on request. (40188) 800000

SALARIED PERSONS POSTAL LOANS LTD. Loans from £50 - £300 granted same day. No security required. For written quote apply 175 Regent Street, London W1. Tel: 01-734 3519. (38495) 800000

SAME DAY LOANS & POSTAL LOANS. Unsecured £100 - £2,000 FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 4 The Green, Richmond, Surrey. Tel: 01-940 0835/2939. Established 1934. (28840) 800000

SEMI-RETIRED LECTURER Offers home share (own house, Kingston) to discreet confirmed batchelor (30+), perhaps (inessential) Buddhist/Oriental - separate rooms and freedom. Write Box TES 00771, Priory House, St Johns Lane, EC1M 4BX. (39996) 800000

START YOUR OWN NURSERY/NURSERY SCHOOL For details of comprehensive Guide send S.A.E. to: Pressland, Dept. TS, P.O. Box 112, Preston PR1 9DW. (09059) 800000

CPC
PARTS A, B, C, D, E, F
Comprehensive notes for Students from the Country's leading supplier
Free Sets for Lecturers
DIAL FREE:
FRIENDBERRY LTD
0800 73-35-31
(02882)

WRITE AND SELL CHILDREN'S STORIES. Mail tuition Sales assistant. Free booklet Children Features, (TES), 5/9 Bexley Square, Salford, Manchester M3 6DB. (38494) 800000

For Sale and Wanted

CARPETS and Carpet Tiles almost trade prices. Most makes. Free delivery. Cordova Carpets, 87 Cross Green, Formby, Nr. Liverpool. Tel: 07048 74839 & 71165. (02624) 860000

SWEATSHIRTS. Your school motif printed on to good quality Lincolnshire made sweatshirts at competitive prices. For free leaflet Tel: 0526 398342. (38467) 860000

DUREX		
	36 FETHERLITE	£7.20
	36 NUFORM	£7.46
	36 FIESTA	£6.70
	36 BLACK SHADOW	£6.70
	36 GOSSAMER LUBRICATED	£6.86
	50 AEGIS STIMULANT OR DELAY	£8.99
	50 AEGIS ROUGH OR RIBBED	£7.99
	50 AEGIS FRUIT FLAVOURED	£9.99
	50 AEGIS TIGHT FIT	£9.99
	50 AEGIS BIG BOY	£8.99
	SUPER VARIETY SELECTION PACK	£8.99

Return ad. with any order for 25 FREE lubricated worth £5.00
AEGIS PRODUCTS (M) Coleshill, Birmingham B46 1RL
Credit Cards Tel: (0675) 62528 24 hours

FREE OFFER

TIES, BADGES, ETC. Efficiently produced at reasonable prices established many years, a name known all over Britain by satisfied schools - Monacombe Ltd., PO Box 12, Prestwich, Manchester M25 7NA. Tel: 061-766 6882. (08464) 860000

Holidays and Accommodation

YORKSHIRE DALES Garsdale Head. Spacious Cottage Sleeps 6. Details (0636) 830045. (38714) 880000

£5 ONLY FOR TWO DAYS RIDING in the Black Mountains, including Youth Hostel accommodation, for school teachers, on September 19/20 or 26/27. 0873 890650 for details. (38678) 880000

ALICANTE. Half Share in sunnycentralnoisyseaside Flat. Low outgoings £5000. Tel: 0272 260945. (38471) 880000

DEVON NEAR TIVERTON owners own lovely, country house and garden sleeps 5 available July 25th to August 15th. Phone 088 488 229 evenings. (11068) 880000

DRISCOLL HOUSE HOTEL. 200 single rooms. £75 per week, partial board. Apply 172 New Kent Road, London SE1 4YT. Tel: 01-703 4175. (33361) 880000

HONITON, DEVON. Luxury flat with garden school holidays only 90 p.w. Tel: 0404 45368. (11066) 880000

SAVOIE APARTMENTS. For only £70 per person per week. Prices include return ferry crossing and accommodation. Ring Claire Ginnor on 0293 517566 for details. (38770) 880000

SUMMER SPECIALS. Peloponesse - inclusive half board air package to this idyllic and historic part of Greece. 14 nights dep 2 Aug. £280 per person. Phone Claire Ginner on 0293 517566 for details. ATOL. (38769) 880000

TEACHER'S HOME, sleeps 4/5, easy access beautiful Warwickshire countryside, Stratford, Warwick, Kenilworth, Cotswolds. Available August £120 p.w. Tel: 021-704 1591. (38718) 880000

WHITBY, NORTH YORKSHIRE. 5 miles. Charming Country Cottage all mod. cons. sleeps 4/5 0947/810348. (39553) 880000

WHY TRAVEL ALONE? Contact the Travellers Introduction Service, s.a.e. details to Dept. TES, Travelmate, 6 Hayes Ave., Bournemouth. Tel: 0202 33398. (02889) 880000

School Visits

VISIT
MOTHER SHIPTON'S CAVE
& the Petrifying Well
at Knaresborough, North Yorkshire HG5 8DD. Tel: 0423 864600.
OPEN EVERY DAY till 1st November 1987.
All-inclusive Ticket Children (to 17 yrs.) 0.95p
TEACHERS FREE.
(98988) 890000

Field Study Centres

COURTLANDS CENTRE. See Outdoor Education. (28206) 910000

FARM-BASED hostel nr. Exeter now booking Autumn 87/Spring 88. Group and individual dates available August. Stuart Cook, Wood Farm Centre, Shabrooke, Crediton, Devon 03632 5102. (37345) 910000

MID WALES
RHEIDOL STUDY CENTRE
Purpose built Centre for 60 persons, Geog., Geol., Biol., G.C.S.E. and A'L Field Study and Outdoor Challenger Courses. Self or Centre Tutored. Field Studies lab. Lecture Rm. Teachers' Packs. Free Inspection Weekends.
Details The Director, Rheidol Study Centre, Penrhy-coch, Aberystwyth SY23 3EX. Tel: 0970 828322. (37125) 910000

Partnerships

LONDON NW1
Three vacancies for Teacher-Partners at an international school in London, established 1979, run as partnership since 1984. At present: 180 on roll, co-ed, 5-15 years, 40 nationalities. British-style curriculum, small classes, day school, 30 teaching and other staff.
3 specialists now required, each approx. 0.7 teaching/0.3 management:
1) English to GCSE; EFL experience desirable
2) Physics and General Science to GCSE; computer studies desirable
3) Middle School teacher (11-13 years) with overall management responsibility for 5-13 age group; EFL experience desirable.
Modest investment required over 5 years, with initial trial period. For particulars, please apply with CV to: The Director, SKOLA, 27 Delancey Street, London NW1 7RX. Tel. 01-387 0656. (24418) 920000

Business Opportunities

A THRIVING SQUASH & TENNIS COACHING BUSINESS linked to main facilities at West Dorset town squash club together with a lease on a 760 sq ft shop within the clubhouse. Ongoing tenancy and good net profit. £19,500. Ref 1516. Tel: (0305) 783494. (38470) 930000

START AN IMPORT/EXPORT AGENCY. Part or full-time. No capital no risk. Send for free Booklet. Export/Import Ltd., P.O. Box 334, London W5. (12945) 930000

Typing and Duplicating

THESES, REPORTS, SCRIPTS, ETC., typed or word-processed by professionals. Choice of Typefaces. Tel: 01-761 6046. (28953) 960000

Great opportunities can land themselves on your doorstep



There are hundreds of job opportunities in the classified pages of The Times Educational Supplement every week. Make sure you see them first by buying your own copy every week. Simply complete the coupon on this advertisement and give it to your local newsagent.

Please deliver a copy of The Times Educational Supplement to me every Friday until further notice.
Name
Address
Signature Date